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ABSTRACT

This annotated bibliography is one of a series designed to provide a guide to the publications of the Agency for International Development (AID) and other agencies working in the field of development assistance. While AID reports and documents are the primary focus of the bibliography, other materials covering the work of international agencies, foundations, organizations, and private individuals are included. Part I contains listings of general materials in the field of teacher education. Most listings are concerned with teacher education in lesser developed countries. Parts II, III, and IV are geographical, listing materials from Africa, Asia, and Latin America. There is a general section at the beginning of each, followed by sections on materials from individual countries as shown in the table of contents. There is an author, publisher, and organization index at the beginning of the bibliography. There is also information on procurement of the materials along with a list of abbreviations. (BRB)

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TEACHER EDUCATION

A Selected List of References for A.I.D. Technicians

SP 006 341

Prepared by
Office of Education and Human Resources
Bureau for Technical Assistance
in cooperation with
A.I.D. Reference Center

Agency for International Development
Department of State
Washington, D.C. 20523

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INTRODUCTION

This bibliography is one of a series designed to provide a guide to the publications of AID and other agencies working in the field of development assistance. While AID reports and documents are the primary focus of this bibliography, other materials covering the work of international agencies, various foundations and organizations and private individuals are included.

AID employees should be able to benefit from the experience of the Agency and other institutions which have played key roles in development. This particular annotated bibliography reflects much of the experience which has been accumulated on programs designed to help teacher education programs in developing countries.

Guides to Use of This Bibliography

1. Individuals interested in a particular country or a special area of the world should refer to the Table of Contents to locate relevant sections. Annotations will serve as a guide to the selection of appropriate materials.

2. For an overview of United States assistance to education in developing nations, Louis M. Normington's TEACHER EDUCATION AND THE AGENCY FOR INTERNATIONAL DEVELOPMENT (Item No. 9) is recommended, and for understanding the great need for assistance, ESSAYS ON WORLD EDUCATION: THE CRISIS OF SUPPLY AND DEMAND, edited by George Z. F. Bereday, (Item No. 2).

3. Harold Taylor's THE WORLD AND THE AMERICAN TEACHER, (Item No. 12) will be of interest to those who desire a broad look at education in a world dimension, while CRISIS IN THE CLASSROOM: THE REMAKING OF AMERICAN EDUCATION by Charles E. Silberman (Item No. 11) provides a fresh look at teacher education in the United States.

4. A regional approach to the solution of educational problems is described in TEACHERS FOR EAST AFRICA PROJECT (Item No. 27), and in Walter Adamson's COMPLETION OF TOUR REPORT FOR THE REGIONAL ORGANIZATION FOR CENTRAL AMERICA AND PANAMA (Item No. 211).

5. For an example of excellent contract performance on a short term basis the reader is referred to the reports under overseas NEA Teach Corps (Item No. 8).

6. As an example of the development of national institutes of education popular in both Asia and Africa, see reports on THE DEVELOPMENT OF THE NATIONAL INSTITUTE OF EDUCATION, New Delhi, India (Item No. 97).

7. For an analysis of education in a specific country, please refer to the END OF TOUR REPORT: CHIEF EDUCATION ADVISOR for the country of interest.

Arrangement of Listings

Part I of this bibliography is made up of listings of general materials in the field of teacher education. Most of these listings are concerned with teacher education in lesser-developed countries, although there are a few references that examine world-wide trends. The other parts are geographical, listing materials from Africa, Asia and Latin America. There is a general section at the beginning of each, followed by sections on materials from individual countries as shown in the Table of Contents.

With one general exception, the listings within each section are arranged alphabetically by the author's last name, or by institutional sponsor or publisher in case there is no individual author. The exception is with respect to the progress reports associated with a single organization or university contract. It was thought that research specialists might want to trace the development of a particular contract or project activity, so all reports relating to it have been grouped under the title of that activity. An example (from page 15, item 27) will illustrate this methodology:

> TEACHERS FOR EAST AFRICA PROJECT. 1961-1971. Contract Number ICAc-1911, ICAc-1845, AIDc-1811, AID/afe-140. Reports prepared for AID/Washington by Teachers College, Columbia University, New York, N.Y. 10027.
> ARC Catalog No. AFR 370.712, C726. See reports listed below.
>
> a. Fields, Ralph R. *SEMI-ANNUAL REPORT*. April 25 - October 31, 1961, 33 p.

Note that this project title is in regular capitals, whereas the titles of all publications appear in italics. Some 20 reports by five different authors are listed under this one project heading. Reports by a particular author can always be located by referring to the Author, Publisher and Organization Index, even though his reports are listed under a contract title rather than alphabetically under his name.

HOW TO OBTAIN DOCUMENTS

Loans

Documents which have ARC catalog numbers as a part of their listing may be used in or borrowed from the AID Reference Center by AID/Washington staff members. This Reference Center is located in Room 1656, near the 21st Street entrance to the Main State Department Building. Documents bearing State Department Library catalog numbers may be obtained from that Library's reference desk located in Room 3239, Main State.

AID staff members overseas should send requests for materials through their technical backstop office. The backstop office will consult with the AID Reference Center as to the best means of making the materials available. All materials should be returned to the Center through the backstop office.

AID Reference Center materials are primarily for use by the AID staff but non-AID researchers may use materials in the Center.

Retention Copies

Unfortunately, many of the progress and other informal reports listed in this bibliography are no longer available for distribution. However, most of them have been placed in the AID Reference Center. Staff members of AID and other international organizations working in the technical assistance field should make requests for retention copies directly to the originating mission or agency.

ABBREVIATIONS

AID –Agency for International Development, present United States overseas technical assistance agency.

ARC–the AID Reference Center located in Room 1656, Main State Building, near the 21st St. entrance.

ICA –International Cooperation Administration, the immediate U.S. Government predecessor of AID in the technical assistance field.

PART I TEACHER EDUCATION–GENERAL

1. Arndt, C. O. (Lawrence H. Conrad, Editor), *PROGRAMS AND PROJECTS FOR INTERNATIONAL UNDERSTANDING: A REPORT BY THE COMMITTEE ON INTERNATIONAL RELATIONS.* 1965, 160 p. American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D. C. 20036.
ARC Catalog No. 370.196, A 747.

   This is the report of the committee established in 1948 in response to the concern over the responsibility of educators and educational institutions for improved international understanding. It consists of a series of papers prepared by leading educators in various colleges and universities, grouped in three areas: institutional patterns in world affairs, specific institutional practices and world affairs resource agencies. Papers reveal ways in which education institutions training teachers as well as individual teachers in classrooms develop international understanding.

2. Bereday, George Z. F. (Editor), *ESSAYS ON WORLD EDUCATION: THE CRISIS OF SUPPLY AND DEMAND.* 1969, 359 p. Oxford University Press, 1600 Pollitt Ave., Fairlawn, New Jersey 07410. Price $3.50 paper edition; $7.50 cloth binding.

   This is a compilation of eighteen essays presented at the International Conference on the World Crisis in Education held at Williamsburg, Virginia in 1967. The book is divided into two parts. Each article in the first section presents one critical aspect of world education such as resources and productivity, democratization of educational opportunity, teacher education and modernization, formal and informal education. Articles in the second group present appraisals of education in specific areas of the world: Africa, Asia, Latin America, Europe, and the United States. There are forty-seven pages of recommendations covering a variety of topics: international cooperation, educational aims, educational structures, management, content and methods of teaching, research, educational technology, non-formal education and teachers.

3. *BETTER TEACHERS: AN EXPERIMENT WITH IN-SERVICE TEACHER TRAINING CONDUCTED BY THE UNRWA/UNESCO INSTITUTE OF EDUCATION.* 1970, 212 p. Order from: UNESCO Publications Center, 650 First Ave., New York, N.Y. 10016. Price $3.50
ARC Catalog No. LE 370.7, U58.

   This publication examines the in-service teacher training project carried on by UNRWA/UNESCO Institute of Education at Beirut. The Institute was established by UNESCO with the help of the Swiss Government for the purpose of training teachers for Palestine refugees in the Near East. This report is based on a study made over a five-year period by Dr. H. Ryffel, Director of the Institute from 1964-1969. It gives an account of the main features and structure of the Institute with the hope that it will help other member states. The training program, its organization, administration and evaluation are given in detail. Conclusions are presented and recommendations are made to Ministries of Education.

4. Carley, Verna A., *REPORT OF PROGRESS IN TEACHER EDUCATION: TECHNICAL COOPERATION IN FORTY DEVELOPING COUNTRIES.* April,

1960, 101 p. Office of Educational Services, International Cooperation Administration, Washington, D. C. 20402.
ARC Catalog No. 370.71, C281.

This study reviews teacher education projects in operation in 1959 as carried on by the Education Division of ICA missions in cooperation with host governments. Promising practices are highlighted and guidelines are developed for ICA assistance to teacher education. It analyzes the problems faced in ICA assistance programs and emphasizes the role of the teacher educator in solving these problems. Significant trends are presented. The concluding chapter describes the role of teacher education in the total educational organization.

5. *CONFERENCE ON THE APPLICATION OF NEWER SCIENTIFIC METHODS OF LEARNING AND TEACHING TO SELECTED MAJOR EDUCATIONAL PROBLEMS IN DEVELOPING COUNTRIES.* July 9-12, 1961, 163 p. Prepared for ICA/Washington by American Council on Education, One Dupont Circle, N.W. Washington, D. C. 20036.
ARC Catalog No. 370.71, C748.

Statements regarding the purpose of the conference and general conference briefing papers are presented in full. Six priority problems are explored by each of six workshop groups. Advanced workshop papers, reports and summaries of discussions are recorded. Suggested approaches to the solution of problems are made.

6. Coombs, Philip H., *THE WORLD EDUCATIONAL CRISIS: A SYSTEMS ANALYSIS.* 1968, 241 p. Oxford University Press Inc., 200 Madison Avenue, New York, N. Y. 10016.
ARC Catalog No. 370.1933, C 775.

This book is an outgrowth of a basic working paper prepared for the International Conference on the World Crisis in Education held at Williamsburg, Virginia in October 1967. The first objective is to assemble the root facts about an unfolding crisis in education and suggest elements of a strategy for dealing with them. The second aim is to present a method for looking at an educational system not piecemeal, but as a system whose interacting parts produce their own indicators. The inputs of educational systems, students, teachers and money are examined from the point of view of cost, quality and the danger of too many poor teachers. The outputs of the educational system are analyzed. The difficulty of measuring output is discussed. International cooperation is suggested as a means of meeting the crisis in education. Conclusions for strategy are given. A summary report of the conference indicates how world educational leaders view the crisis.

7. Eddy, Edward Danford, Jr., *COLLEGES FOR OUR LAND AND TIME: THE LAND-GRANT IDEA IN AMERICAN EDUCATION.* 1956, 328 pp. Harper & Brothers, 49 East 33rd St. New York, N.Y. 10016. Price $4.50.
ARC Catalog No. 378.73,E21. English edition.

This publication contains a complete account of the development of Land-Grant Colleges from 1862-1956. It describes the uniqueness of American higher education as distinguished from higher education in other countries. It shows how a higher education inadequate to meet the needs of its society was redirected and reshaped. The account indicates how redirection and reshaping has changed the entire

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educational system in the United States. The basic ideas set forth in this book have significance for all people concerned with the education of teachers. Also available in French.

8. NEA OVERSEAS TEACH CORPS. Contract No. AID/csd-1150, 1963-1970. Reports prepared for AID/Washington by National Education Association, 120: 16th Street N.W., Washington, D.C. 20036.
ARC Catalog No. 370.71, N 277. See reports listed below.

The NEA Teach Corps has a threefold purpose: to provide a new educational force in international relations; to give assistance to the developing countries in the fulfillment of their educational goals; to involve American teachers in a program that will give new dimensions to their lives and enrich their teaching at home. The approach is through in-service teacher training workshops of approximately six weeks duration. The nature of the training is determined by the requesting country.

Workshops carried out:

a. Wise, Thomas B., *SUMMER IN-SERVICE WORKSHOPS FOR PRIMARY TEACHERS OF SIERRA LEONE,* 1963, 10 p.

b. Whitlock, Kenneth E., *VACATION COURSE FOR PRIMARY TEACHERS AND HEADS OF SCHOOLS: SIERRA LEONE REPORT.* 1964, 27 p.

c. Phinney, William L., *VACATION COURSE FOR PRIMARY TEACHERS AND HEADS OF SCHOOLS: SIERRA LEONE REPORT. 1965, 12 p.*

d. Osuna, Pedro, *SUMMER EDUCATION ASSISTANCE PROGRAM: VENEZUELA REPORT.* 1965, 15 p.

e. Fossett, Russell E., *VACATION LIBRARY WORKSHOP: CAMEROON REPORT.* 1965, 4 p.

f. Bouey-Yates, Elizabeth, *VACATION COURSE FOR PRIMARY TEACHERS AND HEADS OF SCHOOLS: SIERRA LEONE REPORT.* 1966, 16 p.

g. Reichert, Stephen B., *THE AMERICAN-DOMINICAN REPUBLIC ELEMENTARY EDUCATION AND GUIDANCE WORKSHOPS: DOMINICAN REPUBLIC REPORT.* 1966, 34 p.

h. Johnson, Ve Nona, *VACATION COURSE FOR PRIMARY TEACHERS AND HEADS OF SCHOOLS: SIERRA LEONE REPORT.* 1967, 22 p.

i. Torres, Antonio, *THE AMERICAN-COSTA RICAN WORKSHOP IN TEACHING METHODS: COSTA RICA REPORT.* 1967, 16 p.

j. Bouey-Yates, Elizabeth, *TEACH CORPS ETHIOPIA PLANNING VISIT.* February 1968, 14 p.

k. Castro, Jess A., *SPECIAL EDUCATIONAL PROJECT IN SOCIAL STUDIES, ART AND BUSINESS EDUCATION: COLOMBIA REPORT.* 1968, 11 p.

l. Amador, Albert A., *ELEMENTARY MATHEMATICS WORKSHOP AND CURRICULUM EVALUATION OF NATURAL SCIENCE AND SOCIAL STUDIES: COSTA RICA REPORT.* 1968, 38 p.

m. Johnson, Ve Nona, *PRIMARY TEACHER TRAINING PROGRAM: ETHIOPIA REPORT.* 1968, 26 p.

n. Enderson, Alton R., *WORKSHOP FOR PRIMARY AND JUNIOR SECONDARY TEACHERS AND ADMINISTRATORS: JAMAICA REPORT.* 1968, 46 p.

o. Axvall, C. C., *PRIMARY AND SECONDARY TEACHER EDUCATION WORKSHOPS: NEPAL REPORT.* Summer 1968. 46 p.

p. Axvall, C. C., *PRIMARY AND SECONDARY SOCIAL STUDIES: NEPAL REPORT.* Winter 1968, 11 p.

q. Harmon, Nadine, *LANGUAGE WORKSHOP FOR TANZANIA TEACHERS: TANZANIA REPORT.* 1968, 16 p.

r. Amaya, Severino, *ELEMENTARY SCHOOL MATHEMATICS AND SECONDARY SCHOOL PHYSICS WORKSHOPS: COSTA RICA REPORT.* 1969, 12 p.

s. Johnson, Ve Nona, *PROGRAM FOR SCHOOL DIRECTORS, SECONDARY AND PRIMARY TEACHERS: ETHIOPIA REPORT.* Summer 1969, 44 p.

t. Gibson, Catherine W., *WORKSHOP FOR PRIMARY SCHOOL SUPERVISORS: KENYA REPORT.* 1969, 25 p.

u. Hayes, James, *PRIMARY AND SECONDARY TEACHER EDUCATION WORKSHOPS: NEPAL REPORT.* 1969, 26 p.

v. Johnson, Ve Nona, *PROGRAMS FOR SCHOOL DIRECTORS, SECONDARY AND PRIMARY TEACHERS: ETHIOPIA REPORT.* Summer 1970, 52 p.

w. Hughes, James and Norma Sennette, *WORKSHOP FOR PRIMARY SCHOOL SUPERVISORS: KENYA REPORT.* 1970, 9 p.

9. Normington, Louis M., *TEACHER EDUCATION AND THE AGENCY FOR INTERNATIONAL DEVELOPMENT.* Contract No. AID/csd 1811. 1970, 186 p. Prepared for AID/Washington by the American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D. C. 20036. Price $5.00.
ARC Catalog No. 370.71, N851.

This book presents an analysis of programs developed in USAID assisted countries for the training of teachers. It is based on data gathered from four major areas, AID files, field investigation, interviews with AID/Washington officials and university personnel and studies by other investigators such as American Council on Education. The study has two major functions; to describe the extent of AID involvement in teacher education and to see if generalizations can be extracted which may be useful in future projects. It is limited to the preparation of elementary and secondary teachers and teacher educators and to programs in operation in 1967. Chapter 1 deals with teacher education and the world crisis. Chapter 2 contains a survey of the scope of the technical assistance program in teacher education. Chapter 3 reports trends, provides an analysis of the factors underlying success or failure and makes recommendations. Chapter 4 contains detailed descriptions of projects which illustrate the range and variety of teacher education activities.

10. *THE SHORTAGE OF SECONDARY SCHOOL TEACHERS – RESEARCH IN COMPARATIVE EDUCATION: XXXth SESSION OF THE INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION, GENEVA.* 1967, 181 p. Order from: UNESCO Publications Center, 650 First Ave., New York, N.Y. 10016. Price $6.50.

    Conference report deals with the shortage of secondary school teachers in ninety-three countries including the United States. Book is prefaced by a questionnaire used in collecting data. Conclusions are drawn from data collected. Report analyzes the features of the teacher shortage and lists the causes. Describes steps taken to meet the shortage. Presents individual studies for each country returning the questionnaire.

11. Silberman, Charles E. *CRISIS IN THE CLASSROOM: THE REMAKING OF AMERICAN EDUCATION.* 1970, 553 p. Random House, Inc., 457 Madison Avenue, New York, N.Y. 10022. Price $10.00.

    This book is the result of a three-and-a-half year study concerning the education of educators commissioned by the Carnegie Corporation of New York. The author, a member of the Board of Editors of *Fortune Magazine,* examines problems that beset American education. He states that the most pressing educational problem is "not how to increase the efficiency of the schools and colleges; it is how to create and maintain a human society." Mr. Silberman explains why most schools are failing to do this. He indicates how colleges and universities must change if the education of educators is to improve.

12. Taylor, Harold, *THE WORLD AND THE AMERICAN TEACHER.* 1968, 309 p. The American Association of Colleges for Teacher Education, One Dupont Circle, N. W. Washington, D. C. 20036.
    ARC Catalog No. 371.104, T 242.

    The purpose of this study was to examine the ways in which teachers in America are educated in the field of world affairs and to suggest how the quality of education in a world dimension might be improved. Data were drawn from fifty colleges and universities throughout the United States. The report concentrates on the development of ideas for using the entire culture as an instrument of education. The dimensions of the problem are defined and various issues discussed. There is a summary of recommendations many of which are addressed specifically to AID.

13. *TECHNICAL AND VOCATIONAL TEACHER EDUCATION AND TRAINING.* ED/WS/251. July, 1971, 267 p. Prepared by the Section of Technical Education and Technical Teacher Training, EDS, UNESCO and ILO. Order from UNIPUB Inc., Box 433, New York, New York 10016.

An in-depth study that describes and analyzes what is being done in the field of vocational and technical teacher education in industrialized and developing countries. Deals with projected and new operations. Reviews organization, recruitment, curriculum, the status of teachers, teacher certificates, and planning for change and expansion. Serves as a guide to those countries in the process of development which are instituting programs to prepare vocational and technical teachers and training staff in industry. Provides guidelines for solving certain problems. Stresses that vocational and technical education should serve both individual and social needs.

PART II AFRICA
GENERAL

14. Clift, Virgil A., *REGIONAL EDUCATIONAL CONFERENCE: NORTH AFRICA – MIDDLE EAST.* November 18-22, 1957, 20 p. USOM/Tripoli, Libya.
ARC Catalog No. NEA 370.56, R336.

A report of the first Regional Educational Conference, attended by technicians in the field of education from nine nations in North Africa and the Middle East. Summarizes plenary meetings, committee work, committee reports and general discussion on educational problems in the nations represented. Five general purposes of the conference are explored. Many of the speeches are presented in full. Main points made and resolutions developed are given for each panel. States recommendations drawn up by host country delegates and submitted to the conference.

15. Cowan, L. Gray, *RECENT DEVELOPMENTS OF HIGHER EDUCATION IN FRANCOPHONE COUNTRIES.* Contract No. AID/afr-505. Feb. 1969, 25 p. Prepared for AID/Washington by Overseas Liaison Committee, American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036.
ARC Catalog No. AFR 378.6, A512.

This is an analytical report of Professor L. Gray Cowan's visit to Paris and three institutions of higher learning in Ouagadougou, Abidjan and Dakar. The visit was made for the purpose of discussing recent developments in higher education in French speaking African countries. Discussion was focused on "Conseil Africain et Malgache de l'Enseignement Superieur" (CAMES). The reactions of the Secretariat d'Etat aux Affaires Etrangères Chargé de la Cooperation and the rectors of the institutions of higher learning are evaluated in relation to their requests for United States assistance. There is a separate report for each university.

16. Draper, Dale C., John A. Fitz and Clayton M. Schindler, *ANALYSIS OF TEACHER EDUCATION IN EAST AFRICA.* PIO/T No. 618-615-3-90028. 1969, 168 p. Prepared for AID/Washington by The American Association of Colleges for Teacher Education, One Dupont Circle N.W. Washington, D.C. 20036.
ARC Catalog No. AFR 370.71, D765.

This is a report of an analytical study of teacher education in East Africa (Kenya, Uganda and Tanzania) made by a team of experts provided by the American Association of Colleges for Teacher Education between August 25 and October 29, 1969. It describes the present status of teacher training programs and of primary and secondary education, exclusive of vocational schools. Enrollments in public schools and teacher training institutions are projected through 1974. Needs in curriculum development are examined and priorities in teacher education given. The report is documented with forty-one tables. Specific recommendations are made on the basis of supporting evidence and its analysis.

17. Evans, P.C.C., *REPORT OF THE SIXTH ANNUAL CONFERENCE OF THE AFRO-ANGLO-AMERICAN PROGRAM.* 1968. 144 p. Alden and Mowbray Ltd., Oxford, England.
ARC Catalog No. AFR 370.712, E92.

The theme of this conference, held at the University of Ghana, was "The Content, Method, and Organization of Teachers College Programmes for the Preparation of Primary School Teachers." The full texts of the formal and working papers of the conference as well as the opening address by Carl J. Bigelow are included.

18. Hanson, John W., *IMAGINATION AND HALLUCINATION IN AFRICAN EDUCATION.* June 1965, 55 p. Prepared for Institute for International Studies, College of Education in cooperation with African Studies Center, Michigan State University, East Lansing, Michigan. Available in the AID East African Regional Office. Room 4647 N.S.

Describes the system of African education existing in 1965 and makes a plea for reconsideration in the light of needs of recently liberated countries. It criticizes the emphasis being placed on the existing unrealistic vocational schools. The low status of teachers and the inadequate teacher training at both the primary and secondary level are discussed. A plea is made for new departures in teacher training which will reflect imagination and ingenuity.

19. AFRICAN HIGHER EDUCATION PROGRAM. Contract No. AID/afr-505. 1967-1969. Reports prepared for AID/Washington by Overseas Liaison Committee, American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036.
ARC Catalog No. 378.6, A512c. See reports listed below.

The Overseas Liaison Committee is an independent academic agency under the auspices of the American Council on Education which seeks to understand post-secondary education in developing countries. It is financed jointly by the Agency for International Development, Ford Foundation and Carnegie Corporation.

a. *PROGRESS REPORT.* May 8 - September 11, 1967, 12 p.

This report briefly describes those activities of relevance to the African Higher Education Project since January, 1967 including those financed by other than contract funds. The extent of coordination is emphasized, not only coordination with AID but also with the African American Institute and British Inter-University Council for Higher Education Overseas. Anglo-American-Canadian meetings and meetings in the United States with donor organizations are discussed. The relationship of the Overseas Liaison Committee with the University of East Africa and its constitutent colleges is explained.

b. *PROGRAM OF WORK. FINAL QUARTER.* October 17, 1967, 6 p. Four major activities were chosen for emphasis during this reporting period: to extend acquaintance with African institutions, to study post secondary education in Africa, to work closely with African groups in order to understand their problems and to coordinate programs of work with AID. Progress within these activities is evaluated.

c. *REPORT OF PROGRESS.* October 1, 1967 - December 31, 1967, 11 p. This report follows the general outlines of the "Program of Work" submitted for the final quarter of 1967. Studies are described and data analyzed. Conferences are reported and support of institutions in East Africa considered.

d. *PROGRAM OF WORK, FIRST QUARTER,* January 17, 1968, 6 p. Work program outlines prospective field activities for the various committee members. Work is projected for on-going projects. Attention is given to problems of basic significance.

e. *REPORT OF PROGRESS AND PROGRAM OF WORK.* April 22, 1968, 10 p. Report lists recommendations for nine of the ten East African universities and colleges. Three other universities or colleges are considered for this study. Regional cooperation is stressed. A program of work is projected through June 30, 1968.

f. *PROGRESS REPORT.* July 1 - September 30, 1968, 4 p. Provides information on activities directed toward the establishment of a regional center and activities of an advisory nature. Surveys are reported and recommendations made on regional potential in African universities and colleges.

g. *PROGRAM OF WORK.* October 1 - December 31, 1968, 8 p. Activities are planned for three areas of work: establishing regional centers, development of post secondary education, and non-AID activities with Ford Foundation and Carnegie Corporation related to a unified effort.

h. *PROGRESS REPORT.* February 5, 1969, 7 p. Report covers the organization of the Regional Council for Education, University College, Nairobi with a statement of objectives. Working papers on problems in African education are listed.

i. *PROGRAM OF WORK: FIRST HALF* 1969. February 27, 1969, 4 p. Report covers work projected in the two AID supported areas as well as foundation supported areas. Accounts of work with international organizations, visits to institutions and advisory services are included.

j. *REPORT OF PROGRESS.* January to July 1969, 11 p. The committee reported twelve studies in progress. Activities involving other international organizations are reviewed. Accounts of visits to higher education institutions, advisory services and contacts with government officials are included in this report.

CAMEROON

20. Laird, John David, *END-OF-TOUR REPORT: SECONDARY AND TECHNICAL EDUCATION.* February 11, 1966, 9 p. USAID/Yaounde, Cameroon.
ARC Catalog No. CM 370.096711, L188.

Describes a broad range of responsibilities covering primary, secondary, technical and university education. Gives an interesting picture of Cameroon as a bi-lingual country (English and French) and indicates the influence of France and England as well as Germany on the educational system. Recommends that advisory services be multi-cultural with France and Germany playing leading roles and that the United States provide complementary specialized assistance. Recommends that advisor be placed at Yaounde or Buea rather than at the technical school.

CONGO, DEMOCRATIC REPUBLIC OF ("see ZAIRE")

ETHIOPIA

21. Lippincott, Dixie V., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR.* USAID/Addis Ababa, Ethiopia.
ARC Catalog No. ET 370.71, L765.

Two reports are catalogued under this number.

June 17, 1964, 6 p.

The objective of the major portion of this tour was to give direction and leadership to a long-range in-service activity for textbook development and research. Because of existing circumstances it was impossible to achieve this goal. Report describes success with other goals, utilization of educational materials and teacher education. Recommends that the teacher education advisor work more closely with teacher training institutions.

July 8, 1966, 9 p.

Two purposes are listed for this activity, to upgrade in-service teacher training and to increase the quality and number of graduates from teacher training institutes. Progress toward these goals is analyzed. The number of teachers trained in service is reported and enrollment in pre-service institutions tabulated. Recommends the preparation of suitable teacher training textbooks and adequate libraries.

22. Sorenson, Martha E., *END-OF-TOUR REPORT: ELEMENTARY EDUCATION ADVISOR.* USAID/Addis Ababa, Ethiopia.
ARC Catalog No. ET 372.963, S713.

Two reports are catalogued under this number.

January 18, 1963, 11 p.

The technician was involved for the most part in in-service education activities to improve teaching. Responsibilities were concerned with mobile schools, demonstration teaching and providing instructional materials.

May 4, 1965, 8 p.

Describes activities over a four-year period, both in teacher education and in related areas such as health and community education. Makes full evaluations and recommendations.

23. TEACHER EDUCATION IN ETHIOPIA. 1961-1967. Contract No. AID/afe-6. Prepared for AID/Washington by University of Utah, 1400 East Second St., Salt Lake City, Utah 84112.
ARC Catalog No. ET 378.63, U89. See reports listed below.

These reports cover the development of the College of Education, Haile Selassie I University, Addis Ababa.

a. *HIGHER EDUCATION IN ETHIOPIA: SURVEY REPORTS AND RECOMMENDATIONS.* 1959-1960. 141 p.

Thirteen pages of the survey are devoted to "Report on Teacher Education in Ethiopia With Recommendations," prepared by Paul C. Fowley, Survey Team Specialist in Teacher Education. Report covers all areas of teacher education in Ethiopia including a finance plan. Recommendations include such areas as administration and training for educational leadership, as well as the usual areas of teacher education.

b. *DETAILED WORK PROGRAM FOR THE UNIVERSITY OF UTAH CONTRACT TEAM.* November 1, 1962, 50 p.

This is a basic document for understanding the development of the College of Education Project. It enumerates the contract objectives, defines the scope and sequence of the teacher training program in Ethiopia, and the place of Haile Salassie I University in this over-all plan for development. Programs are considered for the training of primary and secondary teachers and teacher training specialists.

c. *PROGRESS REPORT OF THE UNIVERSITY OF UTAH CONTRACT TEAM.* June 30, 1963, 45 p.

This report covers development during the first six months of the operation of the project. The plan is reviewed and a brief summary of the program given. Accomplishments are outlined. The present status is given and recommendations are made.

d. *PROGRESS REPORT OF THE UNIVERSITY OF UTAH CONTRACT TEAM.* December 31, 1963, 25 p.

Describes the general development of the project. Discusses progress in summer diploma programs and degree programs for elementary teachers and supervisors. Accomplishments of the secondary teacher training program are

given. Describes research projects being carried on. Presents problems and future plans.

e. *PROGRESS REPORT OF THE UNIVERSITY OF UTAH CONTRACT TEAM.* June 30, 1964, 22 p.

This report should be read in conjunction with the last three previous reports. Progress, problems and plans are discussed. Describes the general development of the college of education covering all areas, elementary, secondary, higher as well as the teaching of English. Describes the Department of Educational Administration, Research and Services.

f. *PROGRESS REPORT OF THE UNIVERSITY OF UTAH CONTRACT TEAM.* December 31, 1964, 20 p.

This is the fifth semi-annual report of the contract team. The contract objectives are reviewed and the detailed work program summarized. Report is designed to give a broader picture of the contract as an integrated undertaking. Activities and accomplishments and problems are presented in outline form. Plans and recommendations are given for the following reporting period.

g. *PROGRESS REPORT OF THE UNIVERSITY OF UTAH CONTRACT TEAM.* January 1, 1966, 11 p.

Activities are presented and accomplishments described. Problems encountered are given with a brief analysis of each. Plans and recommendations are stated in outline form.

h. *PROGRESS REPORT OF THE UNIVERSITY OF UTAH CONTRACT TEAM.* July 1, 1966. 8 p.

This is a brief report that follows the pattern of previous ones. It offers a minimum of analysis of problems.

i. *PROGRESS REPORT OF THE UNIVERSITY OF UTAH CONTRACT TEAM.* January 1, 1967, 21 p.

Report summarizes the activities and accomplishments of the team during the period of July to December 1966 and includes plans and recommendations for the future. Report emphasizes the cooperative nature of the project which involves 75 Ethiopians, foreign staff or direct hire, UNESCO team members, and members of the University of Utah Contract Team. Two new programs are reviewed, extension courses and home study.

j. *ELEVENTH SEMI-ANNUAL PROGRESS REPORT OF THE UNIVERSITY OF UTAH CONTRACT TEAM.* December 31, 1967, 45 p.

Section I contains a general description of activities, problems and accomplishments in the major areas of general education in which the contract team has assumed responsibility. Section II is devoted to vocational

education. Accomplishments, problems and recommendations are discussed in terms of five major objectives of the Technical Education Program. Concluding Section II is a report from the National Vocational Education Advisor.

KENYA

24. *NEW DIRECTIONS IN TEACHER EDUCATION: PROCEEDINGS OF THE SECOND KENYA CONFERENCE, 1968.* 1969, 141 p. Published for Kenya Institute of Education by the East African Publishing House, P.O. Box 30571, Nairobi, Kenya. Available in the AID East African Regional Bureau, Room 4647 N.S.

This conference report constitutes a critical analysis of teacher education in Kenya between 1956 and 1968. It covers the nature and content of the curriculum, and states the case for developing the curriculum and training teachers simultaneously. The report presents the need for physical facilities which foster a newer concept of education, and the need for better utilization of building funds. Discusses staffing of colleges and the organization and administration of teacher education programs. Contains a series of papers on major topics, such as the curriculum, innovation in educational facilities, training of teachers, and administration and organization of teacher education.

25. Niblo, Winfield P., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* USAID/Nairobi, Kenya.
ARC Catalog No. AFR 370.0967, N 579.

Two reports are catalogued under this number.

February 12, 1963.

Describes the economic, political and social tensions which reflected on education in the four East African countries where the advisor had responsibilities: Kenya, Tanganyika, Uganda and Zanzibar. Analyzes projects in each state. Makes general observations and lists hopeful signs regarding the projects. Presents conclusions.

August 17, 1965.

Analyzes teacher training activities in secondary and higher education. Makes special mention of acceptance of American education over the British system and gives examples to support this statement.

26. RADIO CORRESPONDENCE EDUCATION IN EAST AFRICA, 1965 - 1971. Contract No. AID/afr - 318 and AID/afr - 482. Prepared for AID/Washington by University of Wisconsin, Madison, Wisconsin 53706.
ARC Catalog No. KE 374.26, W811 and TZ 374.26, W811a. See reports listed below.

The Radio Correspondence Course was recommended in 1964 by the Kenya Education Commission and USAID study. This recommendation was supported by further studies and the course was initiated April 15, 1967. The primary purpose of the project was to provide training for Class C (the lowest level) teachers. The contractors assumed responsibility for training of senior staff, correspondence tutors, editorial assistants, administrative assistants and course makers to carry on this program. The varying success of the project is indicated in the reports.

a. Krival, Arthur S., James E. Kennedy and Norman D. Michie, *A RADIO CORRESPONDENCE PROJECT FOR IN-SERVICE TRAINING OF GRADE C TEACHERS IN TANZANIA: REPORT OF A UNIVERSITY OF WISCONSIN SURVEY,* August 18, 1965 - September 30, 1965, 35 p.

   The purpose of this survey was to explore the best means of achieving an effective program of in-service teacher training which combines radio programming and correspondence course materials. The need and rationale for expanding in-service training opportunities are stated. Suggestions are made for adjustments needed in order to facilitate the program. Further studies and investigations are proposed. A supplementary report examines possibilities for radio/television/correspondence programs in Kenya and Uganda.

b. *PROJECTED PLAN OF ACTION,* 1967 - 1971. January 1968, 30 p.

   This project aims to provide post primary educational opportunities through the use of radio and television for correspondence type instruction. During the four year period materials in both academic and vocational subjects would be provided. A complete plan with budget is presented. Plan covers such items as personnel, commodities, furniture and equipment, physical facilities, materials development and presentation.

c. Adolfson, L. H., William Harley and Harold B. McCarty, *PROPOSAL FOR THE ESTABLISHMENT OF A CORRESPONDENCE INSTRUCTION RADIO UNIT IN COOPERATION WITH THE MINISTRY OF EDUCATION, KENYA.* March 19, 1966, 14 p.

   University College, Nairobi, is proposed for the Correspondence Instruction-Radio Unit. The functions which this unit would serve are described. Recommendations are made for staffing, and immediate course needs are explored. The responsibilities of the Ministry of Education are summarized.

d. Kinyanjui, Peter, *SUMMARY OF STUDENT SURVEY.* (no date indicated) 3 p.

   The purpose of the survey was to determine the type of student receiving the training, how they adapted to the instructional procedures and their personal comments. Responses are given in tabular form.

e. Krival, Arthur S., *PROGRESS REPORT.* September 26, 1968, 3 p.

   Describes briefly activities and accomplishments during this period.

f. Krival, Arthur S., *SEMI-ANNUAL REPORT*. January 15, 1969. 8 p.

Summarizes the development of the project. Describes the program for unqualified teachers. Plans are narrated for the development of a Kenya staff and for the improvement of physical facilities.

g. Krival, Arthur S., *END OF TOUR REPORT*. April 25, 1969, 5 p.

The major objective of this project is stated and responsibility for achieving the objective fixed. Accomplishments and problems are discussed.

h. Krival, Arthur S., *PROJECT REPORT: PART I ADMINISTRATION*. October, 1970, 63 p.

Deals with the administration of the project and the achievement of institutional objectives. Covers project goals and operational plans to achieve goals. The implementation of the work plan, designed for institutional development, is described. Costs are outlined, problems are analyzed, and solutions for problems suggested.

27. TEACHERS FOR EAST AFRICA PROJECT. 1961-1971. Contract Numbers ICAc-1911, ICAc-1845, AIDc-1811, AID/afe-140, AID/afr-420. Reports prepared for AID/Washington by Teachers College, Columbia University, New York, N. Y. 10027.
ARC Catalog No. AFR 370.712, C726. See reports listed below.

The purpose of this project is to help the East African countries, Uganda, Tanganyika, Kenya and Zanzibar plan, develop and implement programs to increase the number of secondary school teachers and to recruit 150 young Americans to be trained, in cooperation with Makerere College, Kampala, Uganda, to fill existing vacancies in secondary schools. The project is operated cooperatively by Teachers College, Columbia University, the Agency for International Development, the United Kingdom and the countries of East Africa listed above. (See also reports by Alice M. Miel and Henry J. Risetto "Teachers Training Curriculum and Facility Factors Related to Uganda Teacher Training College Loan Analysis," and "A Study of Curricular and Facilities Factors Relevant to A Proposed Orientation Center, Bagamoyo, Tanzania.")

a. Fields, Ralph R. *SEMI-ANNUAL REPORT*. April 25 - October 31, 1961, 33 p.

Three major aspects of this project are discussed: supplying teachers immediately, working with other groups and institutions (especially Makerere University College Institute of Education in planning and developing programs for training secondary teachers), and conducting research related to the first two of these. This report is concerned primarily with the training of American teachers to meet the immediate demand for teachers for East Africa.

b. Lewis, Arthur J. and L. V. Lieb, *A REPORT OF THE CONFERENCE ON INSTITUTES IN EDUCATION: MOMBASA, KENYA, EAST AFRICA.* January 27-30, 1964, 99 p.

This report is a summary of discussions at the conference and conclusions reached by the participants. Papers presented are included in the appendix. Conference emphasized the need to institutionalize cooperative working relationships between ministries of education, teacher training colleges and the constituent colleges of the University of East Africa. Proposals were presented for institutes of education in Nairobi, Kenya and Dar es Salaam, Tanganyika.

c. Lewis, Arthur J.,.*SEMI-ANNUAL REPORT.* January 1, - June 30, 1964. 30 p.

Report contains accounts of assistance to teacher training programs at Institutes of Education in Dar-es-Salaam, Makerere College and Kenya. Eleven pieces of research are listed. There is a detailed analysis of four elements that have contributed to the success of the project.

d. Fillerup, Joseph M., *SEMI-ANNUAL REPORT, CENTRAL TEACHER TRAINING COLLEGE, NAIROBI, KENYA.* July, 1964, 16 p.

The first section of this report describes the establishment of Kenyatta College. The second section summarizes the activities of team members in achieving projected aims. Projects under way are described, future activities identified, and recommendations made.

e. Fillerup, Joseph M., *SEMI-ANNUAL REPORT CENTRAL TEACHER TRAINING COLLEGE, NAIROBI, KENYA.* February, 1965, 9 p.

The original objectives of this project are stated: train teachers for secondary schools, assist in the development of courses and course materials and train African teacher-trainers. Significant developments are described and future plans projected.

f. Lieb, Lewis V., *SEMI-ANNUAL REPORT.* July 1, - December 31, 1965, 41 p.

This report describes the activities involving the staff during this reporting period. It reviews the conditions of education in East Africa, raises questions and suggests future activities for the project. Progress is reported in primary education, secondary education and teacher training. It describes support provided to the institutes of education, and summarizes conferences held in Kenya, Uganda and Tanzania.

g. Lieb, Lewis V., *A REPORT OF THE CONFERENCE ON TEACHER EDUCATION FOR EAST AFRICA, UNIVERSITY COLLEGE, NAIROBI, KENYA.* April 5-7, 1965, 81 p.

Members of various groups and organizations such as ministries of education, institutes of education, Ford Foundation, and the TCCU Team attended the

conference. This report is a summary of the discussions and conclusions reached by the participants. Papers presented are contained in the appendix.

h. Lieb, Lewis V., *SEMI-ANNUAL REPORT.* January 1, - June 30, 1966, 26 p.

This report describes activities involving TCCU staff during the reporting period that indicate progress toward contractual commitment. It reviews the education program, presents conclusions and makes suggestions for future programs and activities.

i. Lieb, Lewis V., *A REPORT OF THE UNIVERSITY OF EAST AFRICA CONFERENCE ON PERMANENT STAFFING OF TEACHER EDUCATION INSTITUTIONS, DAR-ES-SALAAM, TANZANIA, EAST AFRICA.* April 4-6, 1966, 111 p.

Reviews the growth of the "Teachers for East Africa Project" from the Princeton Conference of 1960 to April 1966. Describes the organization of the conference. Presents the needs of the teacher education institutions in East Africa. All conference papers and reports are reproduced in the appendix.

j. Lieb, Lewis V., *SEMI-ANNUAL REPORT.* January 1, - June 30, 1966, 25 p.

Progress toward self-sufficiency in teacher supply and reorganization at Uganda Institute of Education are described. The possibility of consolidation of colleges training teachers in Tanzania and Kenya is evaluated. Presents a report on localization and upgrading of teacher training tutors.

k. *WORK PLAN.* July 1, 1966, 18 p.

This work plan outlines the implementation of Contract AID/afr-420 from July 1, 1966 to the proposed termination date of December 31, 1971. It covers continuation and expansion of programs for the training of East African teachers organized to fulfill the contract objectives.

l. Manone, Carl J., *SEMI-ANNUAL REPORT.* July 1, - December 31, 1966, 22 p.

The report describes significant program activities and analyzes related problems.

m. Manone, Carl J., *ANNUAL REPORT.* January 1, 1967, 48 p.

Describes the success of Teachers for East Africa Project which terminated December 31, 1967. Gives an overview of the Teacher Education in East Africa Program. Makes recommendations for reorganization of the contract and for placing the program in a regional frame of reference. Makes a plea for imaginative, discriminating and timely innovation.

n. Manone, Carl J., *A REPORT OF THE CONFERENCE ON TEACHER EDUCATION FOR EAST AFRICA, MAKERERE UNIVERSITY COLLEGE, KAMPALA, UGANDA.* October 2-4, 1967, 141 p.

The theme of this conference was "The Role of the Institutes of Education in Curriculum Development." Current emphasis, issues and trends and their relation to the educational programs of East Africa were considered. Papers presented at the conference are presented in full in this report.

o. Manone, Carl J., *A REPORT OF THE UNIVERSITY OF EAST AFRICA CONFERENCE ON NEW DIRECTIONS IN EAST AFRICAN TEACHER EDUCATION: INNOVATION, IMPLEMENTATION, AND EVALUATION, MOMBASA, KENYA, EAST AFRICA.* September 30 - October 2, 1968, 152 p.

The keynote of the conference was, "The Crisis in East African Education." The urgency of defining objectives and priorities and developing long range plans was emphasized. Various conference techniques were used. Highlights of the conference were pointed up and recommendations were made. All papers presented are included in the report.

p. Manone, Carl J., *ANNUAL REPORT.* January 1, - December 31, 1968, 55 p.

The period is described as a year of growth and change. Zambia was included in the TEEA Project for the first time. Report emphasizes the self-sufficiency of East Africa. One section is devoted to the growth of the Institute of Education. Curriculum changes are described

q. Manone, Carl J., *A REPORT OF THE UNIVERSITY OF EAST AFRICA CONFERENCE ON TEACHER EDUCATION: STAFFING TEACHER EDUCATION INSTITUTIONS IN EAST AFRICA, SUPPLY AND DEMAND, TRAINING, AND UTILIZATION,* October 13-15, 1969, 94 p.

The report discusses the place and priority of teacher education in East Africa. The status of teachers is analyzed and future needs projected. Suggestions are made for change in the curriculum. Plans are discussed for pre-service and in-service training of teacher educators. A summary and highlights of the conference are given and recommendations made.

r. Manone, Carl J., *ANNUAL REPORT.* January 1, - December 31, 1969, 107 p.

Priorities are reviewed and the evaluation and analysis made by a visiting team of experts is discussed. A complete section is devoted to the TEEA tutor program, its role and its achievements. The development of instructional materials is emphasized. The growing impact of the University of East Africa Conference is highlighted. Six possible new programs are mentioned.

s. Manone, Carl J., *CRITICAL ISSUES IN TEACHER EDUCATION: PROCEEDINGS OF THE UNIVERSITIES OF EAST AFRICA CONFERENCE ON TEACHER EDUCATION, NATIONAL INSTITUTE OF EDUCATION, MAKERERE UNIVERSITY, KAMPALA.* October 27-29, 1970, 177 p.

Keynote address stressed the relationship between teacher education and national development. Obstacles to change were discussed. The new media programs were emphasized. Promising prospects for teacher education in East Africa were presented.

t. Manone, Carl J., *ANNUAL REPORT.* January 1, to December 31, 1970. 63 p.

This was a year of phase-out for the project. No major changes in plans or procedures are reported and phase-out is presented as an orderly and quiet process. Work was continued with enthusiasm. Workshops and professional activities of TEEA educators are described. The rapid growth of educational media during this period is emphasized.

u. Manone, Carl J., Chief of Party, *1971 ANNUAL REPORT,* January 1, 1971 to December 31, 1971. 61 p.

A final project report on an $8 million program which began in 1964 and ended December 31, 1971. Slow but steady growth is outlined which has left its mark on thousands of primary and secondary teachers, hundreds of local and expatriate tutors, educators on many levels in the institutes and ministries of education as well as the non-independent national universities, and tens of thousands of students in Kenya, Tanzania, Uganda, and in lesser degree, Zambia.

LIBERIA

28. Caine, Augustus F., *THE EDUCATION SECTOR PLAN,* 1967-1970. August 21, 1966, 59 p. USAID/Monrovia, Liberia.
ARC Catalog No. LB 370.9666, C135.

This sector plan was prepared with the advice of Adam Curle, Education Advisor to the Harvard University Advisory Team, and H. C. Gupta, UNESCO Advisor to the Department of Education, Liberia. It covers the complete range of education from pre-school to higher education. Specific recommendations are made in the transmittal letter for improving secondary education and for improving the quality of teaching through training and retraining teachers.

29. Craig, Harry D., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* October, 1959 - April, 1964. USAID/Monrovia, Liberia.
ARC Catalog No. LI 370.09666, C886.

Includes three end-of-tour reports covering a period of five years.

May 5, 1960, 3 p.

Describes activities and accomplishments over a six-month period, October, 1959 - April 1960.

June 11, 1962, 11 p.

Quotes aim for education from President Tubman's inaugural speech, "to wipe away forever the blight of illiteracy from our land." Narrates assigned duties, and summarizes activities. Lists contract teams operating in Liberia: Tuskegee Institute - Rural Teacher Training; Cornell University - Higher Education; San Francisco State College - Consolidated Schools; International Voluntary Services - Rural Education. Emphasizes value of good human relations. Evaluations are made and recommendations given.

October, 1962 - April, 1964, 12 p.

Goals are quoted from Liberia's 1962 "Ten Year Plan" and the United States Country Assistance Program. Activities to meet these goals are described. Factors which favored the program are listed as well as unfavorable factors. Eighteen accomplishments are listed and described. Successes and failures are summarized and eleven recommendations are made for future action.

30. Dennis, N. T., et al, *A WORKING MANUAL FOR STUDENTS PREPARING TO TEACH IN VILLAGE AREA SCHOOLS: VACATION SCHOOL SPECIAL PROGRAM AT BOOKER WASHINGTON INSTITUTE, CENTRAL PROVINCE.* December 1955, 92 p. USAID/Monrovia, Liberia.
ARC Catalog No. LB 370.71, W 667.

A basic manual on teaching, representative of early rural teacher training programs, developed by a committee of American education advisors and host country educational leaders. It was a pilot program designed for the professional education of rural elementary teachers. Problems faced were: lack of understanding of the school concept; irregularity of attendance; the bi-lingual nature of education; lack of textual materials; customs and beliefs of the children. The program had two major areas: teaching fundamental skills of reading, writing and arithmetic, and instruction in methods of teaching. A program for teaching these subjects is presented. Emphasis is on teaching the first grade.

31. Gibson, James B., *END-OF-TOUR REPORT: SECONDARY EDUCATION ADVISOR.* February 14, 1963, 7 p. USAID/Monrovia, Liberia.
ARC Catalog No. LI 373.09666 G 449.

General objectives of the job are stated. These are in keeping with country goals. Improvement of secondary education is considered essential to the achievement of all goals. The conditions of secondary schools and action for change are described. Recommendations for future action are made.

32. Hays, D. J., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR.* USAID/Monrovia, Liberia.
ARC Catalog No. LI 370.71, H425.

Two reports are reviewed under this number.

December 14, 1961, 7 p.

Describes Liberia's school system. States the general objectives and evaluates activities directed toward the objectives. Makes recommendations for the future.

April 9, 1964, 28 p.

Report covers nine years of experience as teacher education advisor in Liberia. Describes situation in rural education and classroom needs upon his arrival in Liberia. Tells what was done to meet these needs and the results achieved.

33. Loper, Harold W., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* May 18, 1965, 18 p. USOM/Monrovia, Liberia.
ARC Catalog No. LI 370.09666, L864.

Describes clearly the difference between United States education and Liberian education, emphasizing that the two do not need to be alike. Makes a point of having good schools in old buildings. Praises the success of Booker Washington Institute. Recommends selective elementary education over universal primary education. Describes the textbook problem as compared to that in the United States. Recommends that the educational program be planned with recognition of the limited resources available.

34. Mitchell, John P., *REPUBLIC OF LIBERIA: TEN-YEAR EDUCATION PLAN.* 1962-1971. January, 1962. 108 p. USAID/Monrovia, Liberia.
ARC Catalog No. LI 370, L 695.

This plan, prepared by the Department of Public Instruction, was presented to the Legislature of Liberia on January 9, 1962. Over a ten-year period the plan envisioned the annual budget for education to increase from 10% to 15% of the national revenue, and the literacy rate (in English) to increase from 5% to 50%. Cooperation was anticipated from United Nations, non-governmental agencies, and friendly countries. A funding plan is summarized which suggests the use of bilateral and multilateral agreements to supply grants and loans. Plans for all areas of education are covered. General and specific objectives are clearly stated as well as criteria for implementation of the plan. Teacher education is cited as a major concern of Liberia and plans for dealing with the problem are explored.

35. MONROVIA CONSOLIDATED SCHOOL PROJECT, MONROVIA, LIBERIA. Contract No. AID/afr-343. 1961-1969. Reports prepared for AID/Washington by School of Education, San Francisco State College, 1600 Holloway Ave., San Francisco, California 94132.
ARC Catalog No. LB 370.9666, S224. See reports listed below.

These annotations cover eight reports on the development of the consolidated school system in Monrovia. While the project covers various areas of the school system, there is a strong teacher education component.

a. Cain, Leo F., *A CONSOLIDATED SCHOOL SYSTEM FOR MONROVIA, LIBERIA*. August, 1961, 67 p.

This is a report of a survey made to determine the possibilities of consolidating elementary and secondary schools of Monrovia into a unified school system. It tells how the study was made and reports the findings. Plans for technical assistance are presented which include construction and equipment of school buildings, selection and in-service training of school personnel, and operation of the school system. A time schedule is given for the various phases of development, and for the final withdrawal of contract personnel.

b. Lang, Arch D., *THIRD SEMI-ANNUAL REPORT*. July-December, 1963, 27 p.

Many problems are identified, most of which involve a shortage of funds to provide basic facilities for carrying on the project. Second to lack of funds are problems created and unresolved (according to the report) because of restricted contacts with host country officials in position to help.

c. Florell, David M., *FOURTH SEMI-ANNUAL PROGRESS REPORT*, January-June 1964, 40 p.

Report covers a phase in the operation of the project when plans and activities were adjusted to take care of persistent problems. It sets forth the status of the project and indicates progress. Recommendations relating to the current needs of the host government in the areas covered by the contract are given. Plans are outlined for the next six-month period.

d. Florell, David M., *FIFTH SEMI-ANNUAL REPORT*. July-December, 1964, 68 p.

Reviews the major goals and describes the present status of the project, including the construction of school plant facilities. Presents the work plan for 1965. Makes specific recommendations.

e. Florell, David M., *SIXTH SEMI-ANNUAL REPORT*. January-June 1965, 68 p.

Substantial progress is reported in a number of significant areas. Four major targets are reviewed and restated: extending education in elementary and secondary schools of Monrovia, construction and equipment of school plant facilities, improvement of the instructional program and improvement of business administration. Presents a work plan for 1965. Makes specific recommendations.

f. Florell, David M., *EIGHTH SEMI-ANNUAL REPORT*. January-June, 1966, 58 p.

The status, progress and achievements of the project are given. Past recommendations are reviewed and action taken on recommendations described.

g. Florell, David M., *NINTH SEMI-ANNUAL REPORT.* July-December, 1966. 60 p.

This report sketches the nature of the most significant activities of the project. Progress is described and quantified where possible. Of significance is the appointment of the Council for the Monrovia Consolidated School System. Recommendations are made and a work plan presented.

h. Florell, David M., *TENTH SEMI-ANNUAL REPORT.* January-June 1967, 27 p.

Accomplishments are reported which were the culmination of extended efforts which had their origin at the beginning of the project. The importance of the Monrovia Consolidated School Council is emphasized. Major problems are outlined.

i. Hilliard, Asa G., *ELEVENTH SEMI-ANNUAL REPORT.* July-December, 1967, 99 p.

Problems of long standing which have affected the success of the project were brought out in the open and discussed in this report. Significant changes were described but original goals were maintained. Progress in all areas is reported. A work plan is presented for 1968.

36. Myers, Leo W., Francis B. Nickerson, Delos D. Williams, *THE DEPARTMENT OF EDUCATION, ELEMENTARY AND SECONDARY EDUCATION, AND HIGHER EDUCATION–LIBERIA: A SURVEY.* Contract No. AID/afr-448. May 1, 1967, 50 p. Prepared for AID/Washington by Oregon State Department of Education, 1400 S.W. 5 Ave., Portland, Oregon, 97201.
ARC Catalog No. LB 370.96666, O66.

This survey report covers the entire educational system in Liberia from primary school through the university. It gives a complete description of the way in which the contract team approached its job. It provides a picture of the existing economic and educational systems in the country. It analyzes and makes recommendations concerning elementary and secondary education as they relate to administration, supervision, curriculum, teacher education, educational planning, etc. Higher education, both liberal arts and teacher training, are analyzed and specific recommendations are made for technical assistance.

37. Ray, Rita M., *PROGRESS REPORT: ANNUAL REPORT. AUGUST 17, 1969.* Contract No. AID/afr-382. 1969, 41 p. Prepared for USAID/Liberia and AID/Washington.
ARC Catalog No. LB 371.32, R264.

This report covers activities of a language arts consultant engaged in assisting the nationals in the production and use of textbooks and other teaching-learning materials. The production of local manuscripts in social studies, language arts, science and mathematics is described, and methods used in introducing these

materials to teachers and children are discussed. The operation of a materials development center and its use by teachers are described. One chapter is devoted specifically to in-service teacher education. There are two previous reports catalogued under this same ARC number:

a. *PROGRESS REPORT*, 1966, 17p.

b. *PROGRESS REPORT*, 1967, 34 p.

38. Smail, Robert W., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR*. February 15, 1968, 8 p. USAID/Monrovia, Liberia.
ARC Catalog No. LI 370.09666, S635.

Makes an interesting comparison between Liberian and United States educational practices. Emphasizes the importance of providing counsel about impending decisions. Strongly recommends that greater emphasis be placed on secondary education.

39. THE TUSKEGEE–LIBERIA PROJECT: ZORZOR AND KAKATA RURAL TEACHER TRAINING INSTITUTES. Contract Numbers ICAc-1268, ICAc-1732, AID/afr-333. 1960-1969. Reports prepared for AID/Washington by the School of Education, Tuskegee Institute, Tuskegee, Alabama 36088.
ARC Catalog No. LB 370.712, T964. See reports listed below.

The purposes of these contracts were three-fold: to train elementary school teachers, both pre-service and in-service; to provide textual and other instructional material for use in the teacher training institutes; to develop a program of teacher education for Liberia based upon the needs of the communities and the students. This latter aim is the specific concern of the contract and carried with it such goals as: to improve agriculture and animal husbandry practices; develop responsibility toward self, community and nation; improve the economic and productive status of rural individuals and the tribes. Twelve reports trace the development of these Institutes over a nine year period.

a. Pollard, William B. and William W. Bearden, *A REPORT OF A SURVEY OF RURAL ELEMENTARY TEACHER EDUCATION IN LIBERIA*. June 10, 1960, 36 p.

Reports an on-site survey of the elementary schools and general education levels of the Republic of Liberia. The survey covers the conditions of schools, the quality of instruction and village community life. A general statement of recommendations is made, and an operational and phase out plan is proposed for the development of a five year rural teacher training institute. The work of the staff is organized into five specific phases.

b. Pollard, Willard C., *FIRST ANNUAL REPORT OF PROGRESS*. November, 1960 - November, 1961. 111 p.

Contains an overview of the operation of Zorzor Rural Teacher Training Institute during the first year of its existence. Includes a complete work plan which incorporates evaluation. Projects the curriculum for a two year period.

Contains examples of placement examinations and follow-up, as well as records to be kept, school calendar and daily schedules. Plans are presented for custodial care and maintenance of buildings and grounds.

c. McQueen, Finley T., *SEMI-ANNUAL REPORT OF PROGRESS.* December 1, 1962 - May 31, 1963. 67 p.

Describes the culmination of the foundation laying stage in setting up and implementing the teaching program. Project goals are analyzed in five different parts: student goals, curricular goals, instructional materials, physical plant and personnel. Progress is reported in each area except instructional materials. Problems are recognized and examined in each of the goal areas. Future plans are outlined and recommendations made.

d. McQueen, Finley T., *SEMI-ANNUAL REPORT OF PROGRESS.* December, 1965 - May 31, 1966. 68 p.

Emphasis during this reporting period was on implementation of the phase-out stage of the contract, specifically on the transfer of administrative authority from American to Liberian personnel. Comparison is made between accomplishments and objectives covering the five major goals accepted for the contract. Report is illustrated with numerous photographs. Guidelines are given for evaluating institutional operations.

e. McQueen, Finley T., *SEMI-ANNUAL REPORT OF PROGRESS.* June 1 - November 30, 1966. 20 p.

Reviews the status of the project. Summarizes progress toward original goals. Makes recommendations for continuation of the activities of the Institutes after the phase-out of the project.

f. McQueen, Finley T., *SEMI-ANNUAL REPORT OF PROGRESS.* December 1, 1966 - May 31, 1967. 79 p.

Report follows the usual reporting pattern. Future work plans are set forth in a flow chart showing objectives, present status, implementation procedures and proposed completion date.

g. McQueen, Finley T. *PROGRESS REPORT* December 1, 1960 - May 31, 1967. 126 p.

This document attempts to summarize the major activities and achievements of the project as it enters the terminal phase of its operation.

h. McQueen, Finley T., *SEMI-ANNUAL REPORT OF PROGRESS.* June 1 - November 30, 1967. 76 p.

Report indicates an orderly phase-out of the project. Areas most in need of development were identified and objectives re-defined. Progress is reported in four areas: administration, professional education, agricultural science and the library. Problems are analyzed and plans presented for their solution. There is a short bibliography.

i. McQueen, Finley T., *SEMI-ANNUAL REPORT OF PROGRESS.* December 1, 1967 - May 31, 1968, 31 p.

Emphasis in this report is on an analysis of the various facets of the Institutes' program to determine the professional soundness of their goals in preparing teachers to operate the rural elementary schools of Liberia. Describes a second activity of supervising and advising the Liberians who are operating the Institutes during the phase-out. Objectives, present status, accomplishments, future plans and recommendations are stated for each area of advisory service.

j. Headd, Pearl Walker, *A MANUAL OF PROCEDURES FOR UTILIZING AUDIOVISUAL SERVICES AT THE KAKATA AND ZORZOR RURAL TEACHER TRAINING INSTITUTES, REPUBLIC OF LIBERIA* July, 1968, 44 p.

This manual was prepared after four years of work in the two Institutes. It has four stated purposes: acquaint the Institutes with materials available, redefine the role of the audiovisual coordinator, offer suggestions for the administration of audiovisual services, and suggest methods for the utilization of the communications media in bringing enriched experience to teachers.

k. McQueen, Finley T., *FINAL REPORT.* December 1, 1960 - August 31, 1969, 45 p.

This document marks the final stages of the contractor's performance over a nine-year period. It describes the background of rural education in Liberia. The major activities and achievements of the project are summarized. The final budget is presented as a separate paper.

l. Brown, Mary A. et al, *EVALUATION AND IMPACT OF THE RURAL TEACHER TRAINING INSTITUTES, LIBERIA*, 1960-1969. March, 1970, 43 p.

This evaluation was made by a committee of five people appointed to review the work of the Institutes from their beginning, to analyze the strengths and weaknesses of the present curricular offerings and to make recommendations for the improvement of rural education through better teacher training. The evaluation reveals basic differences in philosophy of rural education held by the evaluators and the contractors. The evaluators believed that rural

children in Liberia needed the same kind of education as all other children in the nation. Therefore the termination of the Institutes was recommended. There is a short bibliography.

40. Wilcox, John, *TEACHER EDUCATION IN LIBERIA: AN END OF TOUR REPORT WITH RECOMMENDATIONS.* December 1965, 10 p. USAID/Monrovia, Liberia.
ARC Catalog No. LI 370.71, W667.

This is an attempt to spell out recommendations for the improvement of the teacher education program in Liberia. It points up the need for realistic goals in teacher education and for programs to achieve these goals. Minimum levels of education for elementary and secondary teachers are stated. The organization of the school on a trimester basis is suggested. Recommendations are made for both pre-service and in-service education.

LIBYA

41. Clift, Virgil, *END OF TOUR REPORT: TEACHER EDUCATION ADVISOR.* April 23, 1969, 42 p. USAID/Benghazi, Libya.
ARC Catalog No. LY 370.71, C 639.

Provides an interesting analysis of cultural and social forces and their implications for education. Describes the program of public education and gives a detailed analysis of teacher education in Tripolitania, describing summer schools, audio-visual activities, in-service education, instructional materials, secondary teacher training programs, and the training programs for science and English. Basic considerations are proposed for each area reported.

42. Holmes, Frank L., *END OF TOUR REPORT: CHIEF EDUCATION ADVISOR.* USAID/Tripoli, Libya.
ARC Catalog No. LY 370.09612, H 749.

Two reports are catalogued under this number.

October 24, 1961, 11 p.

Describes each area of the technician's responsibilities. Gives favorable and unfavorable factors influencing program operations. Makes a separate evaluation of each divisional activity. Makes detailed recommendations.

December 15, 1964, 17 p.

Gives the general objectives of the technician's assignment. Confines report to a review of educational services provided to the Ministry of Education. Provides clear descriptions of services performed. Makes full and complete recommendations. Report recommended by the mission for wide distribution.

43. Stuart, Robert K., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR.* August 7, 1962, 12 p. USAID/Tripoli, Libya.
ARC Catalog No. LY 370.71, S932.

The major objectives of this project were to provide more and better qualified teachers. Activities designed to achieve these objectives are listed and described. Favorable and unfavorable influences on progress are analyzed and recommendations made.

MALAWI

44. Bond, Max, *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR* December 11, 1964, 4 p. USAID/Blantyre, Malawi.
ARC Catalog No. MI 370.71, B711.

Points up the problems of Soche Hill College. Deplores the fact that American advisors serve in the capacity of regular teachers at the college. States concern over his assignment as an advisor and lack of participation in decision making.

45. DesBrisay, Bligh, *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR.* December 4, 1964, 8 p. USAID/Blantyre, Malawi.
ARC Catalog No. MI 370.71, D444.

The objective of this project was to assist the Government of Malawi in the acceleration and expansion of secondary education. The education advisor describes her activities in two areas, teaching at Soche Hill College and advising on the secondary school program.

46. *EDUCATION FOR DEVELOPMENT: REPORT OF THE SURVEY TEAM ON EDUCATION IN MALAWI.* Contract No. AIDA/afr-137. April 1964, 81 p. Prepared for AID/Washington by The American Council on Education, 1 Dupont Circle, N.W., Washington, D.C. 20036.
ARC Catalog No. NY 370.96897, A512.

This survey was made prior to independence. It aimed to make a comprehensive assessment of Malawi's needs for educational institutions and curricular emphasis, and to present proposals for an educational plan required for Malawi's economic and social development for the next fifteen years. Attention is given to manpowe surveys previously made. Nine pages are devoted to teacher training and improvement with specific suggestions for overcoming existing problems.

47. Melbo, Irying R., *SOCHE HILL COLLEGE: REPORT OF THE SURVEY.* June 1966, 97 p. Prepared for AID/Washington by University of Southern California, Los Angeles, California, 90007.
ARC Catalog No. MI 370.73, M517.

Gives an overview of the setting for education in Malawi, the education system, and Soche Hill College. Four priorities in education are stated: secondary

education, teacher training, technical vocational training and the university. The integration of five institutions to be administered and financed by the university is proposed: Soche Hill College, Polytechnic College, Institute of Public Administration, Agricultural College and Liberal Arts College. The curriculum for teacher education (Soche Hill College) is described and changes recommended. Detailed recommendations are made for the construction of facilities, for which United States assistance is requested.

48. Scott, Donald R., *END-OF-TOUR REPORT: DEPUTY CHIEF EDUCATION ADVISOR.* August 6, 1965, 4 p. USAID/Blantyre, Malawi.
ARC Catalog No. MI 370.096897, S 425.

Analyzes some of the basic differences between education in Malawi and in the United States. Describes some of the difficulties these differences pose for an education advisor.

49. Trethaway, Edwin H., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* March 29, 1965, 16 p. USAID/Blantyre, Malawi.
ARC Catalog No. MI 370.096897, T799.

Describes the role of United States education assistance programs in Malawi: teacher education; adult education; technical and vocational education. Summarizes the status of each education activity and makes proposals for future expansion.

MOROCCO

50. Jones, David P., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* May 3, 1966, 7 p. USAID/Rabat, Morocco.
ARC Catalog No. MO 370.19346, J76.

Lists major and minor responsibilities within the teacher education assignment. Identifies problems and describes the setting within which they arose. Methods and procedures used to solve the problems are given. States the need for selling to the host government such programs as "Education for Women" and "In-service Training".

NIGERIA

51. *ANALYSIS OF HUMAN RESOURCE DEVELOPMENT AND UTILIZATION IN NIGERIA.* Contract No. AID/afr-285 May 1967, 54 p. Prepared for AID/Washington by Committee on Education and Human Resources Development, Nigeria Project Task Force, Education and World Affairs, 522 Fifth Avenue, New York, N.Y. 10036.
ARC Catalog No. NI 370.19, E24.

Analysis is made in two parts. Part I devotes five pages to teacher supply and training. It analyzes the problem created by the expansion of the Nigerian

education system and the need for more and better trained teachers, stresses careful selection of student candidates and the improvement of teacher training colleges. Part II makes recommendations for teacher education. First priority is given to the support of institutes of education. Recommendations are made for the preparation of primary school teachers, for the training of educational leaders, and for systematic in-service training of teachers.

52. Dietrich, John F., *A REVIEW OF THE AIYETORO COMPREHENSIVE SECONDARY SCHOOL PROJECT*: 1960-1969. Contract No. AID/afe-19 and AID/afr-321. Prepared for AID/Washington by Harvard University Graduate School, Cambridge, Massachusetts. 02138.
ARC Catalog No. NI 373.669 C843a

Review points up the reason for project's failure to achieve its purposes at a high level. Relates how the project developed from the "Ashby Report" in 1960. Traces the history of the project over a nine-year period. States five general goals of the contract and shows that goals were achieved. Problems were related to: contract personnel, their immaturity, hidden agendas and discontinuity, poor selection of plant site and lack of supervision by the contracting institution.

53. FEDERAL ADVANCED TEACHERS COLLEGE, LAGOS, NIGERIA, 1961-1968. Contract Numbers AIDc-2194, AID/afr-353. Reports prepared for AID/Washington by School of Education, University of California, 405 Hilgard Ave., Los Angeles, California 90024.
ARC Catalog No. NI 378.669, C153. See reports listed below.

An account of a multilateral venture in cooperation among the Government of Nigeria, the Agency for International Development, UNESCO and the Ford Foundation, in the development of an advanced teacher training program, known as Federal Advanced Teachers College.

a. Whitehead, Mathew J., *SECOND ANNUAL REPORT AND END OF TOUR REPORT*. May 30, 1964, 26 p.

Presents a digest which highlights the background of the project, its goals, progress and problems. Specific responsibilities of each cooperating agency are summarized. A definite timetable is provided. Guidelines are given for curriculum development. A revised curriculum is outlined.

b. Grafious, Lanis V., *ANNUAL REPORT*. June 1964, 5 p.

Report is presented in brief outline form. Part I lists Successes, Part II Problems, Part III Recommendations, Part IV Research Projects and Part V Activities.

c. Durante, Spencer E., *ANNUAL REPORT*. June 30, 1966, 11 p.

This report covers the work of the project from July, 1965 to July, 1966. It describes the activities and other aspects of development of National

Advanced Teachers College which relate to the objectives of the project. The educational program is analyzed and an outlook for the future given. Staff activities are listed.

d. Byrom, Jack A., *END OF TOUR REPORT.* July 17, 1966, 34 p.

Targets of the early project agreements are reviewed and responsibilities for reaching these targets assigned. Activities carried on individually and cooperatively for the purpose of achieving targets are cited. The merger of Federal Advanced Teachers College with the University of Lagos is described.

e. Byrom, Jack A., *END OF TOUR REPORT.* September 1, 1966 - March 31, 1967, 40 p.

Describes the in-service training program of College of Education, University of Lagos, which was carried on during this reporting period. Relates the activities and progress of the Communications Media Center. Details the development of the library and the department of education. Gives conclusions and trends.

f. Pease, Don, *END OF TOUR REPORT.* September, 1965 - August 1967, 9 p.

Report describes advisor's role as educational psychology specialist. Lists problem areas arising from the contract.

g. Meir, Wanda Rita, *END OF TOUR REPORT.* September 13, 1965 - July 2, 1968, 45 p.

Outlines the activities and progress of the Communications Media Specialist during her tour of duty. Instructional activities are described. In-service activities such as workshops, seminars, conferences and consultation services are discussed as well as technical activities and off-campus services. Publications are listed. Presents an invoice of audio-visual equipment and materials on hand.

h. Cahoon, G. David, *END OF TOUR REPORT.* September 10, 1966 - August 31, 1968, 49 p.

Report relates the activities and progress of the specialist in comparative education during his tour of duty. The purposes of the assignment are described and accomplishments cited in performance terms. Perceptions of the program are analyzed. Remaining problems are described and future directions assessed.

i. McCafferty, Walter Dean, *END OF TOUR REPORT.* September 10, 1967 - July 18, 1968, 17 p.

This report of the Teacher Training Specialist describes education courses developed at the College of Education. The counterpart program is

evaluated. Analyzes the need for contract employees to teach education classes and discusses resulting problems. Recommendations are made and predictions for teacher education in Nigeria given.

j. *A PROJECT HISTORY AND FINAL REPORT.* May 31, 1961 - August 31, 1968, 162 p.

Report reviews the history of the contract and spells out the responsibilities of those concerned. It describes the construction of the new teacher training college at Yaba financed by the Ford Foundation. Problems of counterpart training are discussed. The syllabi in education are summarized and problems encountered in implementing the syllabi described. The various facets of the program are described. The weaknesses of multilateral cooperation are pointed out.

54. Fuhr, Samuel E., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* January 11, 1966, 8 p. USAID/Lagos, Nigeria.
ARC Catalog No. NI 370.09669, F959.

Takes a broad look at the educational program in four areas: educational planning, contractor services, training of Nigerians and USAID relationships with AID/Washington. Recommends: constant planning and evaluation; careful selection of contracting institutions in terms of suitability for the job to be done; development of indigenous institutions through the proper use of counterparts and participant training and better communication with AID/Washington.

55. Fuhr, Samuel E., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* February 29, 1968, 13 p. USAID/Lagos, Nigeria.
ARC Catalog No. NI 370.09669, F959.

USAID/Nigeria says of this report "a most valuable assessment and review of the current education program." It contains a brief review of the major projects, including activities in secondary education, teacher education, higher education and technical-vocational education, as well as other programs related to the education division. Gives a number of recommendations on the future implementation of USAID education projects.

56. GOVERNMENT COMPREHENSIVE SECONDARY SCHOOL, PORT HARCOURT, NIGERIA. Contract No. AID/afr-352. 1962-1969. Report prepared for AID/Washington by College of Education, University of California, 405 Hilgard Ave., Los Angeles 24900.
ARC Catalog No. NI 373.669, C153. See reports listed below.

The term "comprehensive" as here defined does not denote a specific curriculum but a school which is attempting to help all students live constructively within the structure of their society. The Port Harcourt Comprehensive School was designed to demonstrate the educational, economic, and social feasibility of a multipurpose high school and as a prototype for other comprehensive schools. It is coeducational and provides both vocational and academic training essential to meet manpower needs of Nigeria. Nine reports are available under this contract. Although reports describe student activities, there is a built-in teacher training component.

a. Craig, W. L., *SEMI-ANNUAL REPORT AND WORK PLAN.* 1966, 162 p.

Reviews the history and purpose of the comprehensive secondary school at Port Harcourt. Activity targets are identified with manpower needs. The responsibilities of the contract team toward targets are enumerated. Job surveys and manpower surveys are described. The plan of work is presented with general and specific objectives in each area of the curriculum.

b. Craig, William L., *END OF TOUR REPORT.* June 30, 1967, 11 p.

Describes relationships with the Ministry of Education, USAID/Nigeria and UCLA. Problems with counterpart workers are analyzed. Presents operational problems and makes recommendations.

c Langer, Frank, *END OF TOUR REPORT: ENGLISH.* August 15, 1967, 5 p.

Gives a brief description of activities and makes five recommendations for improvement.

d. Shook, John C., *END OF TOUR REPORT: INDUSTRIAL ARTS EDUCATION.* August 15, 1967, 4 p.

Gives job description. Relates activities and problems. Makes a brief concluding statement.

e. Shapiro, Murray. *END OF TOUR REPORT: SOCIAL SCIENCE.* August 24, 1967, 6 p.

Suggests revision of subject placement in the social studies curriculum. Proposes a course in Form VI economics. Describes progress made.

f. Edmond, Johnnie B., *END OF TOUR REPORT: COUNSELING AND GUIDANCE.* August 31, 1967, 5 p.

Describes briefly activities over a three-year period covering the various areas of a counseling program. Relates findings of a survey of the Eastern region.

g. Hamilton, Charley, *END OF TOUR REPORT: BUSINESS EDUCATION.* September 1, 1967, 14 p.

Gives procedures used for presenting the business education program. Analyzes the difficulty in helping Nigerians understand the concept of the comprehensive high school. Describes the role of research in the development of the project. Makes recommendations for the improvement of the program.

h. Spaude, R.D., *END OF TOUR REPORT: SCIENCE.* September 14, 1967, 7 p.

Evaluates working procedures and working relationships with Nigerian staff. Gives suggestions for interpreting native English. One section presents observations and opinions on life in Nigeria.

i. Butcher, Joseph E., *END OF TOUR REPORT: WOODWORK*. 1963-1967, 7 p.

Gives a general summary of experiences with the project. Makes suggestions and recommendations for its improvement.

57. Hamblen, Stewart B., *END-OF-TOUR-REPORT: CHIEF EDUCATION ADVISOR*. May 18, 1962. 5 p. USAID/Lagos, Nigeria.
ARC Catalog No. NI 370.09669, H199.

A general report. Presents five recommendations concerning personnel and personnel relationships.

58. Newbry, Burton C., *END-OF-TOUR REPORT: SECONDARY EDUCATION ADVISOR*. May 26, 1966, 12 p. USAID/Lagos, Nigeria.
ARC Catalog No. NI 373.669 N534.

Describes the educational system and the importance of the example set by the land grant colleges. Analyzes what the American presence in Nigeria means to the Nigerian. Makes recommendations for education generally and for secondary education specifically. Makes special mention of two comprehensive secondary schools, Aiyetoro and Port Harcourt. Successes and failures at both are described. Over-all problems of the mission are explored.

59. NORTHERN NIGERIA TEACHER EDUCATION PROJECT (NNTEP). Contract numbers AID/afe-56 and AID/afr-450. Prepared for AID/Washington by School of Education, University of Wisconsin, Madison, Wisconsin 53403.
ARC Catalog No. NI 370.71, W811. See reports listed below.

These annotations cover ten reports of the Teacher Education Project in Nigeria. By mutual agreement this project was funded by the Ford Foundation from 1961 to 1963, thereafter by AID/Washington.

a. Eberman, Paul W., Howard E. Wakefield and Francis R. Scherer, *THE EXPANSION OF TEACHER EDUCATION IN NORTHERN NIGERIA, 1961-1970*. February 1963, 190 p.

This is an analysis of existing materials prepared by the Ministry of Education in Northern Nigeria in connection with proposals for the expansion of primary education, the development of programs for preparing primary teachers and the expansion of primary teacher training colleges. It reviews the background for teacher education and the present status of education in general. Education goals are identified and projections made for primary school training colleges. Costs of the expanded teacher training colleges are estimated. There is a 7-page bibliography.

b. Eberman, Paul W. and Howard E. Wakefield, *AN EVALUATION OF TEACHER EDUCATION IN NORTHERN NIGERIA*. August, 1963, 69 p.

The focus of this activity is on the compiling of information which may be used in completing a feasibility study. Such a study will be made in support

of a loan to provide expansion of building facilities for teacher education. The evaluation considers such topics as the organization for primary teacher education, programs for preparing primary teachers, student personnel, staffing, financing and instructional facilities. Some proposals are presented for mounting a cooperative program.

c. Tabachnick, B. Robert, *SURVEY TOUR OF SELECTED TEACHER TRAINING COLLEGES AND THE INSTITUTE OF EDUCATION, AHMADU BELLO UNIVERSITY, NORTHERN NIGERIA, FEBRUARY 1-21, 1964.* 12 p.

Blocks to expansion of education are described. Both long and short range problems are identified. Anticipated problems in the development of the Institute of Education at Ahmadu Bello University in Zaria are analyzed. Presents alternative plans for providing assistance to teacher training institutions.

d. Stiles, Lindley J., *REPORT OF SUPERVISORY VISIT, MARCH 16 to 27, 1965.* 19 p.

The specific objectives of this visit were to clarify administrative responsibilities of the Chief of Party of the Contract Team and to appraise the effectiveness of the initial phase of the project. Administrative operations are reviewed. The function of the various offices is defined. Describes the role of Consultant to the Ministry of Education. Clarifies logistical matters. Plans for extending the project are presented.

e. *PROGRESS REPORT.* July to December, 1967. 33 p.

Reviews the recommendations made by the Eberman, Wakefield Study, "An Evaluation of Teacher Education in Northern Nigeria," 1963. Assesses progress against these recommendations. Summarizes three years of progress toward goal.

f. *PROGRESS REPORT.* January to July 1968. 50 p.

Expansion is described as phenomenal. Examples are given describing project progress. The contractor's plans and recommendations are presented for consideration.

g. McCarty, Donald J. and Peter P. Mickelson, *SUPERVISORY VISIT TO NNTEP, JANUARY 11 to FEBRUARY 2, 1968.* 7 p.

Purposes are stated for this supervisory visit to the Northern Nigeria Teacher Education Project and activities to achieve these purposes are listed.

h. *PROGRESS REPORT.* July 1 to December 31, 1968. 25 p.

Specific emphasis is given to progress in the various subject matter areas. Report outlines ways in which information may be disseminated and plans implemented. Describes activities of the Institute of Education.

i. *PROGRESS REPORT.* January 1 to June 30, 1969. 17 p.

This report follows the same pattern as the previous one. Outlines accomplishments, and presents plans for future implementation.

j. Mickelson, Peter P., et al. *FINAL REPORT.* 1969-1970, 22 p.

The total project is reviewed in broad general terms. The system of education, modeled after the schools in Britain, is explained and the background for the American type of education given. General objectives of the Northern Nigeria Teacher Education Project are stated and the various stages of development listed. Problems and accomplishments are summarized.

60. *PROGRESS OF THE UNITED STATES ECONOMIC AND TECHNICAL ASSISTANCE PROGRAM IN NIGERIA THROUGH APRIL 1963.* April 1963, 107 p. Prepared for AID/Washington by USAID/Lagos, Nigeria.
ARC Catalog No. NI 309.2235669, A265.

This is a comprehensive report of the AID assistance program in Nigeria from 1961 to 1963. School teachers are mentioned as one of two major avenues of the multiplier activity. Both in-service and pre-service teacher training are discussed. The need for providing help at the operational level and at the operational site is mentioned. The work of assisted teacher training institutions is analyzed.

61. Smail, Robert W., *END-OF-TOUR REPORT: CHIEF EDUCATION DIVISION,* September 12, 1970, 5 pages, USAID/Lagos, Nigeria.
ARC Catalog No. NI 370.09669, S635.

States that the most significant occurrence was the cessation of hostilities. Describes the restoration of war damaged school buildings, the expansion of higher education and the coordination of educational development. Emphasizes that Nigerian education is Nigerian controlled. Recommends external assistance and training of leaders.

62. TEACHER TRAINING IN WESTERN NIGERIA. Contract Numbers ICA/W - 531, and AID/afr - 312, 1958 - 1968, AID/afr - 50 and AID/afr - 322, 1962-1970. Prepared for AID/Washington by College of Education, Ohio University, Athens, Ohio 45701.
ARC Catalog No. NI 370.71, 037. See reports listed below.

Under this listing are accounts of the development of Kano Teacher Training College, the Advanced Teachers College at Kano and the Institute of Education at the University of Ibadan.

Kano Teacher Training College:

a. Ploghoft, Milton E. *FIRST ANNUAL REPORT.* December 31, 1963, 5 p.

Lists six purposes of the contract. Describes activities briefly. The assumption of teaching positions by Ohio University contract staff and shortage of Nigerian counterparts are given as major problems.

b. Ploghoft, Milton E., *REPORT OF PROGRESS,* January 1, 1964 - June 30, 1964. 13 p.

Major targets during this period are identified. Staff activities including in-service training programs are described. New developments are summarized.

c. Miliken, Russell A., *SEMI-ANNUAL REPORT,* January 1 - June 30, 1968. 44 p.

This report is a summary of the progress made in development of the Advanced Teachers College, Kano, as a center for pre-service and in-service education in northern Nigeria. Part I gives a brief survey of the general development of objectives of the project to January 1, 1968. Part II examines the progress made under the activity targets identified in the work plan, November 22, 1967. Part III summarizes the remaining areas of major activity.

d. Miliken, Russell A., *SEMI-ANNUAL REPORT,* July 1 - December 31, 1968. 30 p.

Part I of this report reviews progress on the over-all objectives of the contract. Part II examines the accomplishments in each activity target area and cites remaining tasks. Part III gives conclusions and recommendations.

e. Miliken, Russell A., *SEMI-ANNUAL REPORT,* January 1 - June 30, 1969. 82 p.

Part I of this report reviews activity targets identified and courses of action outlined in the 1969 work plan. Part II deals with three distinct phases of achievement. Part III presents a summary of efforts.

f. Parmer, Norman J., *SEMI-ANNUAL REPORT.* July 1 - December 31, 1969. 58 p.

The organization of this report follows the same general format as preceding reports. In Part I particular attention is given to institutional viability. Part II deals in detail with each target area. Part III presents a summary.

g. Clark, Kenneth R., *ATC-TV: AN EXPERIMENTAL APPROACH TO INNOVATIVE TEACHING.* July 15, 1969, 9 p.

This is a paper prepared for presentation to the Conference on High Level Teacher Education, sponsored by the British Council, Lagos, Nigeria. The paper describes the introduction of television as an educational tool at the Advanced Teachers College, Kano. It includes a description of training, materials and methods. The importance of the teacher in educational television is emphasized.

h. Parmer, Norman J., *SEMI-ANNUAL REPORT.* January - July 1970. 70 p.

Part I reviews objectives of long standing and states new objectives such as the assumption by the Institute of Education of a planning, coordinating and evaluating role in the development of Advanced Teachers Colleges at Kano and Zaria and in the establishment of a new Advanced Teachers College at Sokoto. Part II evaluates accomplishments in each target area. Part III gives a summary of significant accomplishments and developments during this reporting period.

Institute of Education, University of Ibadan:

i. Green, Donald A., *SIXTH ANNUAL REPORT.* July 15, 1964, 50 p.

The three major areas of project activity are reviewed: preparing teachers for secondary schools, preparing teachers for commercial and business subjects and the primary in-service training program. Emphasis is on curriculum development.

j. Miliken, Russell A., *ACCOMPLISHMENT REPORT.* June 1964 - June 1965. 31 p.

Emphasis is on the expansion of the in-service teacher training program. The activities of new in-service training centers are described. Projections are made for 1966.

k. Miliken, Russell A., *FINAL REPORT.* September 1969, 178 p.

Report provides a wide variety of evidence on project progress. The various developmental phases of the project are described. Problems are analyzed and accomplishments are listed. in the three major areas of emphasis: training secondary teachers, training commercial teachers and in-service training of primary teachers. Publications prepared by the contract team are listed.

63. Thornley, J. F., *THE PLANNING OF PRIMARY EDUCATION IN NORTHERN NIGERIA.* 1966, 39 p. Order from: UNESCO Publications Center, Box 433, New York, N.Y. 10016. Price $1.50.
ARC Catalog No. NI 372.9669, T512.

This is a presentation of UNESCO-International Institute for Educational Planning. The plan for educational development presented is based on four

previous studies reviewed in this publication: the Ashby Commission Report, the Archer Report, the Government Plan and the Oldman Report. Emphasis is on achieving a proper balance between rapidly increasing public school enrollments and enrollments in teacher training programs. The Wisconsin team presents a critical review of the plan. Progress in achieving the plan is analyzed and conclusions presented.

64. Walker, Virgil, Frank Brecher and Edmond A. Ford, *NORTHERN NIGERIA TEACHER EDUCATION PROJECT (NNTEP).* 1967-1968, 27 p. Prepared for AID/Washington by College of Education, University of Wisconsin, Madison, Wisconsin 53706
ARC Catalog No. NI 370.71, W 185.

The purpose of this project was to improve the quality and efficiency of primary teacher education. The present status and future of education and of primary teacher training colleges are described, and support given for the extension of the University of Wisconsin NNTEP contract. The progress of NNTEP under the guidance of the Wisconsin staff is described.

NORTHERN RHODESIA

65. Barganier, Elhura, *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR.* February 11, 1964, 8 p. USAID/Lusaka, Northern Rhodesia.
ARC Catalog No. ZA 370.71, B251.

Describes teacher training activities at Kilwe Training College, Kilwe, Northern Rhodesia. Attention was given to organization and curriculum guides for both content and methods courses; lesson preparation and supervision in the practice school; in-service teacher training and library development. Favorable and unfavorable factors relative to these activities are given and recommendations are made.

RHODESIA AND NYASALAND

66. Laird, John D., *END-OF-TOUR REPORT: ACTING CHIEF EDUCATION ADVISOR.* June 5, 1963, 10 p. USAID/Salisbury, Federation of Rhodesia and Nyasaland.
ARC Catalog No. ZA 370.096894, L188.

Lists assignments of 20 USAID direct hire technicians, including activities performed and problems faced. Problems included the necessity of teacher education advisors actually teaching in colleges to which they were assigned as advisors, and failure of host government to provide logistic support. Other unfavorable as well as favorable factors are described. Recommends among other things that technicians work with the Inspectorate as well as the colleges.

SOMALI

67. Cox, Dan, *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR.* January 23, 1962, 4 p. USAID/Mogadiscio, Somali Republic.
ARC Catalog No. SO 372.96773, C877.

States general objectives and specific goals. Factors mentioned as contributing to the success of the activity were: planning, organizational procedures, administration, technical competence and training operations. Five recommendations are made including increase in in-service teacher education activities.

68. Issak, Adan, *SOMALI REPUBLIC MINISTRY OF EDUCATION: ANNUAL REPORT 1967.* February 1968, 32 p.
ARC Catalog No. SM 379.153, S693.

Summarizes services and activities of the Ministry of Education. Lists four priority goals which include in-service teacher training. Evaluates past programs of this type and makes suggestions regarding proposed future programs.

69. NATIONAL TEACHER EDUCATION CENTER, AFGOI, SOMALI REPUBLIC. 1962-1971. Contract No. AID/afr-340. Prepared for AID/Washington by College of Education, Eastern Michigan University, Ypsilanti, Michigan 48197.
ARC Catalog No. SM 370.71, E13. See reports listed below.

The purpose of the National Education Center is to train teachers. Four reports give insights into how and to what extent this purpose is being achieved.

a. Palmer, Joe, Dave Gillies and John Metler, *ENGLISH AND SOCIAL STUDIES PILOT WORKSHOPS.* August 6, 1967, 14 p.

This report presents a picture of the way in which in-service teacher education workshops operate at the elementary school level in the development of the National Teacher Education Center. It provides a description of how the workshops developed with the cooperation of the host government, UNESCO and the contract team. Observations and experiences are listed. Report sets forth specific recommendations for immediate implementation and outlines an action plan covering the period from November 1967 through September 1968.

b. Greene, Bert I. and Harold P. Adams, *THE FEASIBILITY OF A COLLEGE PROGRAM IN SOMALI FOR THE PREPARATION OF TEACHERS.* June 1968, 101 p.

The purpose of this study was to determine the feasibility of making the National Teacher Education Center (NTEC) a college level institution. Report opens with a brief description of the school system. Evaluates existing teacher education program. Gives the present and proposed salary schedule for teachers. Describes the role of expatriate teachers in the educational system of Somalia. Presents conclusions and recommendations along with alternatives. There is a one-page bibliography.

c. Porretta, Louis P., *REPORT COVERING ACTIVITIES OF THE EASTERN MICHIGAN UNIVERSITY TEAM.* July 1, 1967 to June 30, 1969. 64 p.

This report is a history and analysis of the activities of the technical assistance program for the National Teacher Education Center in Afgoi covering the period July 1, 1967 to June 30, 1969. It deals with all activities of the Center. Construction of physical facilities as well as academic programs are described. Personal problems and problems in working with other agencies are cited.

d. Porretta, Louis P., *SEMI-ANNUAL REPORT OF THE EASTERN MICHIGAN UNIVERSITY CONTRACT TEAM.* July to December, 1969, 20 p.

The possibility of demonstration secondary schools for Somali is introduced in this report. Objectives, goals, and curriculum are explored. Activities in established programs are listed and problems analyzed.

70. Scott, Donald R., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* April 30, 1962, 5 p. USAID/Mogadiscio, Somali.
ARC Catalog No. SO 370, S425.

Three major goals are listed: extend educational opportunities, upgrade educational standards and strengthen administration of the public school system. Goals are described in terms of the new emphases and criteria of AID. Describes the cooperation of the Ministry of Education as the most favorable factor. Evaluations are made in relation to accomplishments.

SUDAN

71. Gannon, Edmund J., *END-OF-TOUR REPORT: CHIEF EDUCATION DIVISION.* August 13, 1964, 7 p. USAID/Khartoum, Sudan.
ARC Catalog No. SU 370.09624 G198.

Major duties are listed and points of emphasis described: technical education, curriculum materials and school building construction. Gives results and evaluations of activities. Recommendations include: better educational planning, reorganization of the Ministry of Education and of the school system, and assistance to the university.

72. Hildreth, Elon E., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* May 10, 1962, 16 p. USAID/Khartoum, Sudan.
ARC Catalog No. SU 370.09624, H 644.

Describes the duties and responsibilities of the chief education advisor. Describes the current status of the education program and objectives for the future. Basic issues are analyzed and conclusions given.

73. McNamara, Robert S., *REPORT AND RECOMMENDATION OF THE PRESIDENT TO THE EXECUTIVE DIRECTORS ON A PROPOSED DEVELOPMENT CREDIT TO THE REPUBLIC OF THE SUDAN FOR AN EDUCATION PROJECT.* May 29, 1968, 19 p. International Bank for Reconstruction and Development, 1818 H. St. N.W., Washington, D.C. 20006.
ARC Catalog No. SN 370.09624, I61.

The report covers a proposed loan to Sudan to finance the construction of extensions to two institutes for agricultural technician training, two teacher training institutes and selected secondary schools, and the provision of specialist teachers and teacher fellowships. It provides a description of the educational system both public and private. Included are elementary, intermediate, and secondary schools. The complete range of teacher education is covered as well as higher education. Technical and vocational schools are listed and described. The need for the project is substantiated.

TANZANIA

74. Miel, Alice M. and Henry J. Rissetto, *A STUDY OF CURRICULAR AND FACILITIES FACTORS RELEVANT TO A PROPOSED EDUCATION ORIENTATION CENTER AT BAGAMOYA, TANZANIA.* June 1970, 82 p. Teachers College, Columbia University, New York, N.Y. 10027.
ARC Catalog No. YZ 370.712, C 726.

This study conceptualizes the purposes which a new center for in-service education of teachers might serve. The program and facilities which might best implement the purposes are proposed. Experiences are designed which should be provided. Factors which emphasize the need for in-service education are discussed under five main headings. Suggested next steps and supplemental recommendations are made.

75. Miller, Alwin V. and Gene S. Jacobsen, *A SURVEY OF USAID EDUCATION PROGRAMS IN TANZANIA: A REPORT TO THE USAID TANZANIA DIRECTOR.* December 1966, 41 p. USAID/Dar es Salaam, Tanzania.
ARC Catalog No. TZ 370.9678, M647.

This report is a study of the related aspects of education in an effort to determine areas which should receive future attention from USAID. Analyzes the need for educational materials. Covers vocational technical education, the multi-purpose secondary school and vocational agriculture. Discusses the Teachers College and the Institute of Education as well as University College. Directs attention to the activities and effectiveness of advisory services.

76. Niblo, Winfield P., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* May 16, 1966, 5 p. USAID/Dar es Salaam, Tanzania.
ARC Catalog No. TZ 370.09678, N579.

This is a report describing the conditions of and plans for educational programs in Tanzania. Major problems are analyzed, notably the failure of the Minister of

Education to take action on important issues. Favorable factors include interest in primary education.

77. *THE PRINCETON CONFERENCE ON EDUCATION IN EAST AFRICA: THE DEVELOPMENT OF EDUCATION IN TANGANYIKA.* 1960, 12 p. Prepared by the Ministry of Education, Dar es Salaam, Tanganyika.
ARC Catalog No. TZ 370.09678, P957.

Report describes the African system of education prior to 1960 and recommends future development in terms of expansion. To carry out the recommendations four project areas are outlined· development of secondary education, development of primary and middle school, integration, and technical education. United States assistance is anticipated in carrying out these projects.

TUNISIA

78. Garber, Otis J. *END-OF-TOUR REPORT: CHIEF, HUMAN RESOURCE DIVISION.* April 30, 1964, 12 p. USAID/Tunis, Tunisia
ARC Catalog No. TS 331.86 G213

States mutual USAID/Tunisian goals in the development of human resources "to establish basic institutions ----(educational and otherwise) necessary to accomplishment of plans for economic and social development of Tunisia.." The role of the divison chief in accomplishing this goal is defined. The cooperative spirit of the Tunisians is mentioned as the most favorable factor while vacancies in key positions are given as the most unfavorable factor. Progress is described as substantial. Recommendations are made for future action.

UGANDA

79. Adams, Harold, P. *END-OF-TOUR-REPORT: CHIEF EDUCATION ADVISOR.* November 2, 1968. 25 p. USAID/Kampala, Uganda.
ARC Catalog No. UG 370. 096 761, A213.

Contains an analysis and evaluation of all activities of a Chief Education Advisor in secondary and higher education. Discusses the Tororo secondary school for girls, the Makerere University and the National Teachers College, Kyambogo. Problems and accomplishments are listed.

80. Miel, Alice M. and Henry J. Rissetto. *TEACHER TRAINING CURRICULUM AND FACILITY FACTORS RELATED TO UGANDA TEACHER TRAINING COLLEGE LOAN ANALYSIS.* March 2, 1966, 92 p. Teachers College, Columbia University, New York, N. Y. 10027.
ARC Catalog No. UG 370.712, C 726.

This report was prepared in support of a loan to construct a teacher training college in Uganda. The consultants developed a curriculum pattern consistent with

the educational aspirations of Uganda. Facilities required to implement the curriculum were determined. Work groups and subcommittees are described. Investigations were made at currently operated teacher training colleges in the country.

81. Trethaway, Edwin H. *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* September 29, 1966, 33 p. USAID/Kampala, Uganda.
ARC Catalog No. UG 370.096761, T799.

Covers 12 project activities, both in Uganda and regional, including secondary, elementary, higher education and teacher training. Describes the function of the chief education advisor and the role of the United States in these projects. Projects future needs and directions that United States activities should take.

82. Konvolinka, Harold S., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* June 4, 1964, 9 p. USAID/Leopoldville, Republic of the Congo.
ARC Catalog No. CG 370.09675, K82.

Reports activities of the first chief education advisor in Leopoldville. Describes goals, problems and progress in elementary, post elementary and university education. Cited as a favorable factor in the educational program is the involvement of Belgium and to a limited extent France and Germany. Recommends training of secondary teachers rather than expansion of primary education.

ZAMBIA

83. Rogers, Cyril A., *UNIVERSITY OF ZAMBIA: SCHOOL OF EDUCATION.* 1968, 52 p. Issued by the School of Education, University of Zambia, Lusaka, Zambia.
ARC Catalog No. RY 378.6894, U 58.

This is a handbook for students which resembles the traditional college catalog. Of particular interest is a section which explains the role of the School of Education and its responsibility for the in-service training of teachers. Lists course offerings, qualifications for admission, examinations and fees.

ZANZIBAR

84. *ZANZIBAR TEACHERS TRAINING COLLEGE: REPORT OF PROGRAMMING AND FIELD INVESTIGATION.* Contract No. ICAc-1872. October 18, 1962, 43 p. Prepared for AID/Washington by Litchfield, Whiting, Bowne and Associates, 8 West 40th St., New York, N.Y. 10018.
ARC Catalog No. TZ 690.73, L776.

The purpose of this contract was to collect and review all information pertaining to a proposed teacher training college and finalize requirements for the college complex; investigate utility requirements, make cost estimates and develop a preliminary design. Report describes the proposed college facilities, and presents long and short term plans for educational development. Primary teacher needs are forecast. Costs of training the teachers in a boarding school situation and of maintaining the complex are estimated.

PART III ASIA
GENERAL

85. *EDUCATION IN RURAL AREAS IN THE ASIAN REGION: BULLETIN OF THE UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA.* Volume V - Number 1. September 1970, 130 p. Order from UNESCO Publications Center, 650 First Ave., New York, N.Y. 10016. Price 75 cents.

Data on teacher education are interspersed throughout this bulletin. Information is presented on the level of teacher training in selected countries. Presents the problems of in-service training programs, and of supervision of schools. Describes the one-teacher elementary school and rural high school. Stresses the lack of competence of the rural teacher, and the improvement of student teaching.

COUNTRY PROGRAMS

AFGHANISTAN

86. Brown, Emmett H., *TERMINATION OF ASSIGNMENT REPORT: CHIEF EDUCATION DIVISION.* April 21, 1962, 40 p. USAID/Kabul, Afghanistan.
ARC Catalog No. AF 370.09581, B878.

States that the report is written for all Afghans and Americans interested in United States assistance to Afghanistan. Its purposes are: to give the historical background of the development of the program; to give guidance to people responsible for the continuation of the program and through its recommendations effect improvement. It covers five years of association with the Afghan program. Cultural factors that affect education are identified. The various facets of the program are analyzed and recommendations made for future action regarding: Institute of Education, vocational education and university, agricultural and engineering education.

87. Engleman, Finis E., *PROGRESS AND STATUS REPORT OF THE FACULTY OF EDUCATION: KABUL UNIVERSITY,* Kabul, Afghanistan. December, 1970, 106 p. Prepared for AID/Washington by Teachers College, Columbia University, New York, N. Y. 10027.
ARC Catalog No. AF 370.73,E58.

Although this is a report of the progress and status of the Faculty of Education, Kabul University, it reflects upon sixteen years of experiences of TCCU in Afghanistan. The report attempts to explain why TCCU was unsuccessful in establishing an American type of teachers college at the University of Kabul. Reasons are given for lack of success in achieving two major goals, training in educational leadership and inter-faculty cooperation in training secondary teachers. As a result of this evaluation twenty-eight recommendations are made.

88. Purdy, Ralph et. al., (The Public School Survey and Planning Team) *PUBLIC SCHOOL EDUCATION IN AFGHANISTAN: A SURVEY OF NEEDS AND PROPOSALS FOR DEVELOPMENT.* Contract No. ICA 206-69-058. 1960

(approximate), 173 pp. United States Operations Mission to Afghanistan, Kabul. ARC Catalog No. AF 370.9581,P976.

This survey constitutes an evaluation of the teacher education aspects of the first Five Year Economic Development Plan, Kabul, Afghanistan, initiated in September 1956. It assesses progress, analyzes problems, and makes recommendations for a second five year plan. Notes are presented on cultural, economic and social factors affecting education. The various levels and areas of education are discussed in detail with supporting charts and graphs. Special emphasis is given to the education of women. Priorities are stated. There is a bibliography.

89. Singletary, James D. *END-OF-TOUR REPORT: EDUCATION ADVISOR.* USAID/Kabul, Afghanistan.
ARC Catalog No. AF 370.1933, S617.

Two reports are catalogued under this number.

November 11, 1963, 11 p.

Describes objectives of education in the Helmand Valley growing out of observation, study and reports. Evaluates activities performed in pursuit of goals and factors which favored or hindered progress. Recommendations are made in the areas of communications between agencies, training outside the valley, planning, and utilization of facilities.

February 16, 1966, 11 p.

Report lists 16 general objectives of the project. Summarizes activities carried on in pursuit of objectives. Describes positive results. Recommends better planning, a manpower analysis and on-the-job training.

90. TEACHER EDUCATION IN AFGHANISTAN. Contract Numbers ICAc - 1079, AIDc - 1079, AID/nesa - 207. 1954-1970. Reports prepared for AID/Washington by Teachers College, Columbia University, New York, N.Y. 10027.
ARC Catalog No. AF 370.71, C726. See reports listed below.

These annotations describe the activities of Teachers College, Columbia University's Teacher Education Team in Afghanistan. Included are twenty-six semi-annual reports, three terminal reports, and one special report. (Closely related to this project is the survey by Ralph Purdy et al, "Public School Education in Afghanistan: A Survey of Needs and Proposals for Development," listed as Item No. 88 above.)

a. *FIRST SIX-MONTH'S REPORT.* October 21, 1954, 67 p. This is the first of a series of six-month reports on activities, accomplishment, problems and recommendations of the Teachers College, Columbia University (TCCU) Team in Afghanistan. It states the goals of the project and describes the methods by which the team will achieve the goals. The basic assumptions which govern the activities are given. Changes are suggested for primary, secondary and higher education. Emphasis is on training teachers to carry out the proposed changes.

b. *SECOND SIX-MONTHS' REPORT.* May 20, 1955. 34 p. The principal emphasis of this report is on the methods employed to involve Afghans in the various activities pertaining to the improvement of teacher education. Describes the organization and function of the Institute of Education.

c. *THIRD SIX-MONTHS' REPORT.* October 21, 1955, 76 p. Covers activities, projections, and recommendations of Columbia University Teachers College Team in Afghanistan. Activities described are related to over-all objectives and recommendations. Consideration is given to obstacles and problems faced by the Afghan Ministry of Education, what is being done to overcome them and how the team perceives its role.

d. *FOURTH SIX-MONTHS' REPORT.* April 21, 1956, 31 p. Report is focused on six major tasks which the Ministry of Education should achieve in the following twenty-five years. Each task is analyzed and plans given for its achievement.

e. *FIFTH SIX-MONTHS' REPORT.* October 21, 1956, 16 p. A comparatively new team presents this report. It reviews the work of the original team and analyzes the "Five Year Report of the Ministry of Education". Comments briefly on directions in the period ahead.

f. *SIXTH SIX-MONTHS' REPORT.* April 21, 1957, 30 p. Activities of the period are grouped into six areas. Progress and problems are reported for each area. Plans are projected for the following six months.

g. *SEVENTH SIX-MONTHS' REPORT.* October 21, 1957, 18 p. Six aspects of the program of the Education Institute designed to achieve its main goals are described.

h. *EIGHTH SIX-MONTHS' REPORT.* April 21, 1958, 64 p. This is a combined report of the Columbia University Teachers College Team and the faculty of the Institute of Education. Emphasis is on the work of the Institute, described as an integral part of the Unviersity and closely related to the Ministry of Education. Contains a summary and a look into the future.

i. *NINTH SIX-MONTHS' REPORT.* October 22, 1958, 15 p. Various actions are described as evidence of the rising status of the Institute of Education. Separate reports are given for each area of the teacher education program. Prospects for the year ahead are described and problems analyzed. Plans for phasing out the program are presented.

j. *TENTH SIX-MONTHS' REPORT.* April 1959, 112 p. Reviews in comprehensive form what has happened in teacher education in Afghanistan since 1949, with specific emphasis on accomplishments of the Teacher Education Team. States goals and underlying concepts upon which the program is based. Evaluates the application of modern psychology to Afghan education. Teacher training programs are described.

k. *ELEVENTH SIX-MONTHS' REPORT.* October 1959, 87 p. Describes progress toward objectives of special significance such as that brought about by the unveiling of women. Assesses the role of education in the Middle East countries and the reconstruction of social values. Makes projections for the future. There is an 8-page bibliography.

l. *FIFTEENTH SIX-MONTHS' REPORT.* October 1961, 31 p. Reviews achievements during this reporting period. New developments are described. Gives a progress report of the various areas of the program including the English language project.

m. *SIXTEENTH SIX-MONTHS' REPORT.* April 24, 1962, 55 p. Forty-nine contract members are reported to be on board. The way in which this team works through the Institute of Education is described. Emphasis is placed on the way in which the English Language Program operates. The work of the curriculum specialist on the Columbia team is described. Gives a progress report on the Publications Center. Describes the Department of Evaluations and the Testing Centers. Shows the place of the Home Economics and Women's Education Departments in the organization of the Institute of Education.

n. *SEVENTEENTH SIX-MONTHS' REPORT.* October 31, 1962, 82 p. Report is mainly concerned with progress during the past six months and projections for the next six months at the Institute of Education, University of Kabul. It is divided into three parts: progress toward goals, problems under study and personnel. Discusses the arrival of the Peace Corps and their integration into the teacher training program. Relates the effort being made to improve the examination system and the Department of Evaluation generally.

o. *TWENTY-FIRST SIX-MONTHS' REPORT.* October 31, 1964, 71 p. Cites changes in Ministry and University personnel which are favorable to the TCCU team. Provides separate reports for each area of the project.

p. *TWENTY-SECOND SIX-MONTHS' REPORT.* April 30, 1965, 76 p. Proposes concentration on curriculum and textbook development at the elementary school level. Calls attention to the "In-Service Education Programs" which includes on-the-job training in science and mathmatics. Discusses the introduction of an Audio Visual Center. Relates progress and problems in all areas of the project.

q. *TWENTY-THIRD SIX-MONTHS' REPORT.* October 31, 1965, 51 p. Discusses a possible shift of emphasis in the program and the responsibility of the Faculty of Education, Kabul University for training secondary teachers. Gives detailed descriptions of progress in each project.

r. *TWENTY-FOURTH SIX-MONTHS' REPORT.* April 30, 1966, 112 p. Report is prepared around eight major headings. The first five represent the major aspects of the TCCU Team program. The last three deal with supporting activities.

s. *TWENTY-FIFTH SIX-MONTHS' REPORT.* October 31, 1966, 60 p. Report is prepared around seven major headings. The first four represent major aspects of the program. The last three deal with supporting activities.

t. *TWENTY-SIXTH SIX-MONTHS' REPORT.* April 30, 1967, 57 p. The activities of TCCU in support of the Faculty of Education, Kabul University constitute a significant part of this report which follows the same pattern as previous ones.

u. *TWENTY-SEVENTH SIX-MONTHS' REPORT.* October 31, 1967. 47 p. This report covers the reorganization of the TCCU staff and its scope of work. It gives a general description of the work of the faculty of education during the reporting period. Problems in the various areas of teaching are analyzed and accomplishments listed. Work is outlined for the next reporting period.

v. *TWENTY-EIGHTH SIX-MONTHS' REPORT.* April 30, 1968, 61 p. The report summarizes the difficulties in planning brought about by restrictions in the budget and delays in reaching understandings upon which a contract agreement could be based. The work of the Faculty of Education, Kabul University, is reviewed and accomplishments listed. The termination of assistance to the in-service teacher-training program as well as other programs with the resulting problems is examined. Plans are projected for the next reporting period.

w. *TWENTY-NINTH SIX-MONTHS' REPORT.* October 30, 1968, 61 p. Describes the reaction of TCCU Team to student unrest on the university campus. Sets forth adjustments made to the termination of the Lycee Project and the reduction in scope of the English language program as well as the reduction in budget and staff. Each section summarizes the many problems encountered and the progress that was made during this reporting period.

x. *THIRTIETH SIX-MONTHS' REPORT.* April 30, 1969, 61 p. This report is divided into three sections. Major emphasis is on Section One, Faculty Education and Section Two, Development of the Curriculum and Textbook Project.

z. *THIRTY-FIRST SIX-MONTHS' REPORT.* October 30, 1969, 58 p. Emphasis continues to be placed on curriculum and textbook development and on the improvement of the Faculty of Education.

aa. *THIRTY-SECOND SIX-MONTHS' REPORT.* April 30, 1970, 47 p. The work during this period is described and accomplishments are listed. Student unrest and other problems are discussed.

bb. *THIRTY-THIRD SIX-MONTHS' REPORT.* October 31, 1970, 45 p. Considerable space is devoted to the listing of graduates and their placement in the Faculty of Education, Kabul University. Course offerings

for the various levels are listed. Plans are presented for training teachers in the use of new textbooks.

cc. Hendrickson, Stanford, *TERMINAL REPORT: SOCIAL STUDIES.* March 22, 1968, 13 p. This term report provides a general overview of the social studies program as a part of the teacher training program, with numerous references to previous reports. Coordination with Peace Corps Volunteers and UNESCO is emphasized.

dd. King, Richard A., *TERMINAL REPORT.* June 1, 1968, 38 p. This report deals with problems faced by the Institute of Education and by returned participants. It touches upon the development of a social studies program, the English language program and research activities.

ee. Lockett, Arnold, *TERMINAL REPORT.* May 14, 1968, 19 p. Describes the experiences and reactions of a technician during his initial tour of duty. Observations on science education in this host country are given. A test analysis is made. Conclusions are offered regarding the tour in general.

ff. Engleman, Finis E., *AN EVALUATION OF PRIMARY TEACHER EDUCATION IN AFGHANISTAN;* 1964-1967. *A PROJECT OF THE UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT THROUGH A CONTRACT WITH TEACHERS COLLEGE, COLUMBIA UNIVERSITY.* May 1967, 86 p. This report traces the events which led to the USFOA-TCCU contract. It describes the work of the team through the development of the three phases of the program, and makes evaluations in both qualitative and quantitative terms. General observations are discussed. An over-all analysis is made, conclusions reached, and next steps suggested.

Note: Reports No. 12, 13, 14, 18, 19, and 20 were not available for annotation.

91. *UNITED STATES ASSISTANCE TO THE DEVELOPMENT OF EDUCATION IN AFGHANISTAN.* Background Paper for the Administrator's Review to be Held at the Agency for International Development, Washington, D.C., February 16, 1966. January 24, 1966, 22 pp. AID/Washington.
ARC Catalog No. AF 370.9581, U58.

Includes an overview of the country and people, historic development of government and administration, and economic factors. Discusses the present status of education, including organization, administration and teacher training. Primary, secondary, vocational and higher education are covered. Goals are stated and program evaluations made.

CAMBODIA

92. Faulhaber, James H., *END-OF-TOUR-REPORT: EDUCATION ADVISOR.* December 16, 1958, 11 p. USOM/Phnom Penh, Cambodia.
ARC Catalog No. CB 370.1933, F262.

Develops a point of view toward assistance to education and describes activities carried on in terms of this theme. Emphasizes the importance of stating goals in terms of behavioral changes as well as changes in economic growth. Believes that the public education system is the vehicle for meeting long range behavioral–change objectives. Makes a point for clearer goals and more democratic action in education programs.

93. Loper, Harold W., *END-OF-TOUR REPORT: CHIEF, EDUCATION DIVISION.* May 17, 1962, 14 p. USAID/Phnom Penh, Cambodia.
ARC Catalog No. CB 370.09596, L864.

Report reviews activities for the past two years and outlines work scheduled through 1970. Describes the philosophy of education prevailing under colonial rule. Describes the present educational system. Lists projects nearing completion. Gives an analysis of a decade of institution building.

94. Smail, Robert W., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR AND ACTING DEPUTY CHIEF, EDUCATION DIVISION.* December 19, 1963. USAID/Phnom Penh, Cambodia.
ARC Catalog No. CB 370.71, S635.

Describes experiences and activities in constructing and developing the education institute in Siem Reap. Evaluates experiences as Acting Chief of the Education Division and the development of a single goal directed program.

CHINA, REPUBLIC OF

95. Hart, William G., *END-OF-TOUR-REPORT: TEACHER EDUCATION ADVISOR.* October 19, 1962, 5 p. USAID/Taipei, Republic of China.
ARC Catalog No. TW 370.71, H326.

Report covers activities of the national educational materials center and the teacher education program. Both projects are described and evaluated.

INDIA

96. Florell, David M., *END-OF-TOUR REPORT: SECONDARY EDUCATION ADVISOR.* July 24, 1962, 14 p. USAID/New Delhi, India.
ARC Catalog No. IN 373.0954, F632.

States general objectives and goals. Describes activities with the multipurpose secondary school being developed under contract with Ohio State University, and with the National Institute of Education being developed by Teachers College, Columbia University. Problems of the multipurpose secondary schools are listed, such as: shortage of trained teachers; dearth of teaching materials; limited range of elective courses and inadequacy of vocational guidance. Other matters unfavorable to multipurpose secondary schools were analyzed: more expensive; is not terminal; graduates have few career advantages; not recognized by

universities; philosophy not accepted by either parents or students. Success of the National Institute of Education is described. Recommendations are made for the future.

97. THE DEVELOPMENT OF THE NATIONAL INSTITUTE OF EDUCATION, NEW DELHI, INDIA. Contract numbers ICA/W-698, AID/W-698, AID/nesa-195, AID/nesa-218. September 8, 1958 - June 30, 1967. Prepared for AID/Washington by Teachers College, Columbia University, New York, N.Y. 10027.
ARC Catalog No. IN 370.73, C726. See reports listed below.

This contract is unique in that it had only one chief of party during the entire life of the contract.

a. *REPORT OF A CONTRACT EDUCATION PROJECT IN INDIA*. 1962, 348 p. The National Institute of Education (NIE) is an autonomous body governed by the National Council of Educational Research and Training and affiliated with the University of Delhi for degree purposes. This report describes the administrative organization and presents a work plan for developing the Institute. The plan provides for teacher training at all levels and in all areas of the curriculum but concentrates on degree granting programs. The development of a graduate professional school for leaders in education is emphasized.

b. *REPORT OF CONTRACT EDUCATION PROJECT IN INDIA*. September, 1965, 281 p. The major portion of this report is concerned with the summer institutes for secondary teachers of science and mathematics. There is an appendix of 87 pages which lists materials used in the summer institute, and materials and methods used in evaluating the institute. Progress and problems are reported for long term projects.

c. *TERMINAL REPORT*. June 15, 1967, 774 p. This is a report on the development of the National Institute of Education between September, 1958 and June, 1967. It gives a review of the nature of Indian education before Independence. It describes the beginning of NIE in 1961 and gives accomplishments during the life of the project. Accomplishments include: the organization of 92 secondary school extension centers; establishment of the National Institute of Education to train primary teachers; initiation of a program of examination reform in secondary schools; initiation of research projects and publication of textbooks and other instructional materials. Suggestions are made for the future of this project which include: change in the structure and role of the National Institute of Education; improvement of the curriculum and expansion in production of materials; improvement of the teacher education program and training research specialists.

98. Martin, Edwin L., M. Selim, Jack Shaw and Philip H. Haney, *EVALUATION OF THE INSTITUTE OF EDUCATION AND RESEARCH: UNIVERSITY OF DACCA (TEACHER TRAINING INSTITUTES).* September 19, 1969, 14 p. USAID/Rawalpindi, India.
ARC Catalog No. PK 370.7, C719.

Report analyzes project achievements from 1959 - 1969, points out gaps in the Institute's development and makes recommendations for: attaining institutional maturity; involving more universities in training IER staff candidates; establishing higher entrance standards; improving the laboratory school; and follow-up assistance by Colorado State College.

99. Norton, John K., *REPORT ON ALL INDIA SEMINAR - CUM - TRAINING COURSE FOR HEADMASTERS OF MULTIPURPOSE SECONDARY SCHOOLS: TARA DEVI (SIMA HILLS).* May 1960. 56 p. Teachers College, Columbia University, New York, N. Y. 10027.
ARC Catalog No. IN 370.712, C726

This is an account of a four-week seminar provided for headmasters and teachers in multipurpose secondary schools. The purpose of the seminar as stated was to provide the delegates an opportunity to analyze the problems of multipurpose secondary schools and find their specific solutions. The group was divided into committees. Each committee explored a specific problem area of the multipurpose secondary school. Committee I reported on the philosophy and purpose of the secondary school and noted seven observable characteristics of such a school. Committee II described the curriculum, methods of teaching and co-curricular activities and made recommendations for improvement. Committee III reported on the qualifications and training of teachers and administrators. Committee IV emphasized the importance of suitable textbooks, equipment, and physical facilities. Committee V defined the objectives and made recommendations for guidance and counselling programs.

100. Wantling, G. K. Dale, *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* February 25, 1963, 8 p. USAID/New Delhi, India.
ARC Catalog No. IN 370.0954. W251.

Narrates objectives and lists specific goals. Describes activities determined by objectives and goals. Lists support of the host government as one of the favorable factors. Reactions were unfavorable to AID's programming procedures. Evaluations are given. Recommends among other things that the Mission should exercise a stronger role in contract negotiations.

INDONESIA

101. Soejono, Ag, *NEW TRENDS IN INDONESIAN EDUCATION.* 1967, 59 p. Institute of Advanced Projects, East-West Center, Honolulu, Hawaii.
ARC Catalog No. IA 371.3, S681.

A compilation of the occasional papers of research translations, confined to Indonesian rather than Western education. It traces the steps in the development of Indonesian education and describes the goals of modern education. It provides a picture of schools during the Dutch-Colonial Period, beginning in 1926. Reform efforts and newer methods are presented. "The Seven Basic Efforts and Five Principles of Education," published on the fourteenth anniversary of the Proclamation of Independence, are analyzed and their value in developing educational programs stated.

IRAN

102. Colman, James A., *END-OF-TOUR-REPORT: TEACHER TRAINING ADVISOR*. July 24, 1961, 7 p. USAID/Tehran, Iran.
ARC Catalog No. IR 370.71, C716.

Gives highlights of accomplishments in Isfahan Ostan, Iran. Provides detailed description of activities. Enumerates essentials for better programs such as better understanding with counterpart worker. Presents evaluations, recommendations and conclusions.

103. Cundiff, Clay, *ACTIVITY REPORT AND HANDBOOK, EDUCATION DIVISION, OSTAN 10, ISFAHAN, IRAN*. December 31, 1953, 224 p. USAID/Tehran, Iran.
ARC Catalog No. IR 370. C972

Provides an account of the early efforts of the United States under Point IV to provide assistance to less developed countries. It is a compilation of reports, evaluations, and working papers, in their original form, used to carry on a program of educational improvement during the political unrest in Iran during the early fifties. It has historical significance to those interested in foreign aid to education.

104. Hamblen, Stewart B., *COMPLETION OF TOUR REPORT: CHIEF EDUCATION ADVISOR*. March 19, 1959, 10 p. USAID/Tehran, Iran.
ARC Catalog No. IR 370.0955, H199.

Reviews recent and current programs of the Education Division. Describes needs and the role of the Education Division in meeting those needs, and the success achieved.

105. Hendershot, Clarence, *END-OF-TOUR-REPORT: CHIEF EDUCATION ADVISOR*. USAID/Tehran, Iran
ARC Catalog No. IR 370.0955, H497.

There are two reports reviewed under this number.

November 27, 1961, 9 p.

Describes the explosive situation in the Ministry of Education at the time of his arrival. Analyzes problems derived from disorganization in the Ministry.

Presents six new programs designed to solve problems and meet objectives. Favorable factors are listed. Unfavorable factors derived primarily from political change are described.

November 16, 1965, 12 p.

Examines the educational system of Iran during the phase-out period. Makes observations on the success and failure of various techniques and methods of educatio.. Refers to the author's previous report titled, "History of Point IV Education Program in Iran."

106. Laird, John David, *END-OF-TOUR REPORT: ACTING DEPUTY CHIEF EDUCATION ADVISOR*. December 4, 1962, 8 p. USAID/Tehran, Iran.
ARC Catalog No. IR 370.0955, L188.

The technician held three jobs during this tour of duty; Teacher Training Advisor, Kerman; Chief, General Education Division, Tehran, and Acting Deputy Chief Education Advisor. Activities in each area of assignment are described. They include in-service workshops for Iranian education leaders and phasing out education positions in the provinces. The Espy report on the reorganization study is cited and recommendations made that it be implemented.

107. McAllister, David, *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR*. USAID/Tehran, Iran.
ARC Catalog No. IR 370.71, M114.

Two reports are catalogued under this number.

April 1, 1962, 6 p.

Points out how Guilan and Mazandaran Provinces differ from other areas of Iran. Describes a broad range of objectives. Provides a narrative description of activities and an evaluation. Makes seven recommendations including equal educational facilities for women.

October 6, 1964, 17 p.

Report describes the assignment of the technician and conditions affecting his assignment. Activities are described and conclusions presented. Appendix provides a review of Elementary School Teacher Training Programs in Iran.

108. Payne, John C., et al., *TEACHER EDUCATION NEEDS IN IRAN: REPORT OF A SURVEY*. August 1962, 96 p. Prepared for AID/Washington by College of Education, New York University, Washington Square, New York, N. Y. 10003.
ARC Catalog No. IR 370.71, N 567.

Report represents a thorough and analytical study of the school system of Iran. Teacher education needs for all areas of education are considered.

Fourteen basic assumptions underlying the report are stated, the crux being that teacher training is basic to any program of educational improvement. Criticisms of the curriculum of elementary and secondary schools are clearly stated. Strong recommendations are made including special recommendations for rural teacher training. Education for women is stressed. The role of higher education and the role of the Ministry of Education in training teachers and educational leaders are defined. Recommendations for outside assistance are summarized.

109. Pitts, Nathan A., *COMPLETION OF TOUR REPORT: TEACHER TRAINER ADVISOR*. August 19, 1959, 13 p. USAID/Tehran, Iran.
ARC Catalog No. IR 370.71, p 692.

Describes the various offices with which the technician worked and activities aimed at improving these offices. Major responsibility was in-service teacher training both elementary and secondary. Involvement in the improvement of programs is evaluated. Problems and plans are analyzed and recommendations are made which include raising the level of entrance to normal schools and developing a secondary teacher training program at the University of Tabriz.

110. *TECHNICAL AID, AN INVESTMENT IN PEOPLE: THE POINT FOUR PROGRAM IN IRAN*. 1960, 152 p. Prepared for AID/Washington by Brigham Young University, Provo, Utah. 84601.
ARC Catalog No. IR 338.91, B855.

This study covers the activities of Brigham Young University in Iran from 1951-1960. It includes a description of the educational system as it existed in 1951. The weaknesses and problems of the system are pointed up. The educational program as it operated with the assistance of Point Four is described. This program included surveys, teacher training, demonstration schools, and conferences.

111. Williamson, Obed, *COMPLETION OF TOUR REPORT: TEACHER TRAINING ADVISOR*. USAID/Tehran, Iran.
ARC Catalog No. IR 370.71, W729.

Two reports are catalogued under this number.

June 14, 1958, 11 p.

Points out why it is difficult to change education in Iran. Describes activities and responsibilities in both the headquarters and in the ostan office, for all activities of the educational program including a traveling library. Reports that practices originating with the assistance program were being accepted.

June 3, 1961, 9 p.

Describes the political situation and strikes by both teachers and students which made working in education difficult. Relates educational activities involving elementary school supervisors, high school principals and traveling teams of teacher educators. Makes recommendations concerning the work of his successor.

JORDAN

112. Caldwell, James F., *END-OF-TOUR-REPORT: CHIEF EDUCATION DIVISION.* May 17, 1961, 24 p. USAID/Amman, Jordan.
ARC Catalog No. JO 370.095695, C147.

Three program goals are given, the first of which relates to general teacher education. Methods designed to achieve goals are stated. Activities and accomplishments are described. Problems are listed. Accomplishments are summarized and recommendations made.

113. Caldwell, James F. *END-OF-TOUR REPORT: CHIEF OF EDUCATION DIVISION.* June 20, 1962, 10 p. USAID/Amman, Jordan.
ARC Catalog No. JO 370, C 147.

States general objectives and specific goals. Describes related professional goals, and areas in which guidance and support have been given. Chief among unfavorable factors is frequent changes in ministry officials. Evaluations are made and proposals for future programs described.

114. Griffith, Harry E., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR.* July 26, 1961, 25 p. USAID/Amman, Jordan
ARC Catalog No. JO 370.71 G 853.

A frank report of factors detrimental to full achievement of goals. Three areas of teacher education are described: pre-service, in-service and summer courses. Activities are fully described in each area which include planning with rather than planning for the Ministry of Education. The many problems are described at length, including factors which influenced the effectiveness of the technician. Evaluations and recommendations are made.

115. *THE JORDAN SYSTEM OF EDUCATION: A COMPREHENSIVE REPORT PREPARED BY THE EDUCATION DIVISION, USAID/JORDAN.* April 1965, 56 p. USAID/Amman, Jordan.
ARC Catalog No. JO 370.095695, U58.

This is a report of the development of the Jordanian educational system from 1952 to 1965. It covers all the educational areas in which the Agency for International Development was involved, agricultural, vocational, audio-visual, tribal, libraries and elementary education. It describes reforms that were initiated and gives the results of these reforms. Problems which persisted in 1965 and Jordan's resources for its educational development program are considered. Further needs for assistance are presented.

KOREA

116. Garrison, Martin B., *KOREAN PROJECT - IMPROVEMENT OF TEACHER TRAINING: SEMIANNUAL PROGRESS REPORT.* Contract No. ICAc - 1225. February 28, 1961, 103 p. Prepared for AID/Washington by College of Education, George Peabody College for Teachers, 21st Avenue, S. Nashville,

Tennessee 37203
ARC Catalog No. KS 370.71, G348A.

Report was made at the end of the fifth year of the contract. Activities over the previous six-month period in ten major areas of emphasis are summarized. Shows the distribution of returned participants by teacher training institutions. Plans are given for the upgrading of normal schools to two year institutions. A proposal is presented for the development of a leadership program at the College of Education, Seoul National University.

117. Goslin, Willard C., *TEACHER EDUCATION IN KOREA*: 1956-1962. Contract No. ICAc-1225. April, 1965, 81 p. George Peabody College for Teachers, 21st Ave. S., Nashville, Tennessee 37203.
ARC Catalog No. KS 370.71, G348.

This volume draws upon the experiences of the contract team and the Ministry of Education, Korea, during the life of the contract. The purpose of the contract was to assist the Ministry of Education and its related institutions in a broadly based program of teacher education aimed at the development of elementary and secondary education and related areas. Emphasis is on procedures and the importance of the human element in foreign aid. Guidelines for teaching education are discussed. The various facets of the program are described, and a look at the future in Korean education provided.

118. Perrott, Charles F., *END-OF-TOUR REPORT: SECONDARY EDUCATION ADVISOR*. May 23, 1959, 10 p. USAID/Seoul, Korea.
ARC Catalog No. KS 373.5195, P 461.

Describes the way in which the comprehensive community high school was introduced in Korea. Shows how the technique was disseminated, classrooms built and teachers trained. States that the concept of comprehensive education is accepted by Korean educators, but not well understood by the general public. Recommendations limited to suggestions for successor.

119. Williams, William M., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR*. USAID/Seoul, Korea.
ARC Catalog No. KS 370.095195, W 728.

Two reports are catalogued under this number.

May 9, 1962, 8 p.

Describes working situation beginning with the overthrow of the First Republic of Korea. Analyzes the various activities in which the technician has responsibility: teacher training through contract employees; classroom construction; secondary education both vocational and academic. Accomplishments are highlighted such as success of teacher training contracts, and blocks to progress cited. Recommends sustained assistance to Korea in developing human resources.

September 4, 1964, 11 p.

Second tour of technician is described as stimulating and rewarding. Emphasis is on vocational education but other significant activities such as educational surveys are described.

LAOS

120. Dove, Charles J., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR.* November 30, 1965, 22 p. USAID/Vientiane, Laos.
ARC Catalog No. LA 370.71, D743.

Discusses problems related to the French influence. Contains a background of Lao history which describes the division of labor basic to the culture and influential in the country's development. Points out promising sources of future growth. Describes trends and problems. Evaluates progress.

121. Faulhaber, James, *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* August 6, 1965, 10 p. USAID/Vientiane, Laos.
ARC Catalog No. LA 370.09594, F262.

Describes the working situation in Laos and the objectives established within the education division. Analyzes rationale for leadership in terms of principles of the behavioral sciences. Lists major accomplishments.

122. Ihara, Terua, Robert M. Martin, Takeshi Moriwaki and Martin M. Rosenburg, *RECOMMENDATIONS ON ASSISTANCE THAT MAY BE PROVIDED BY THE UNIVERSITY OF HAWAII FOR THE FURTHER DEVELOPMENT OF LAO EDUCATION: A SURVEY REPORT.* Contract No. AID/ea-1. September 30, 1965, 79 p. Prepared for AID/Washington by University of Hawaii, Honolulu, Hawaii.
ARC Catalog No. 370.9595, I25.

The survey report lists the causes of wastage of human resources in Laos, and makes a proposal for overcoming them. It outlines the details of a proposed comprehensive secondary school. Proposal includes a discussion on the articulation of secondary education with primary, teacher, and higher education. The relationship of the proposed school to the Lao Reform Ordnance of 1962 is analyzed. There is a four-page bibliography.

123. MacRae, Roderick, *THE FIRST THREE YEARS: A REPORT OF THE DEVELOPMENT OF THE "ECOLE NORMALE d'INSTITUTEURS" (ENI), PAKSE, LAOS.* July, 1965, 7 p. Prepared for AID/Washington by International Voluntary Services, 1555 Connecticut Avenue, N.W. Washington, D. C. 20036
ARC Catalog No. 370.71, M174.

This report describes the work of International Voluntary Services (IVS) at the Pakse Normal School in Laos, 1962-1965. It is an example of cooperation between USAID/IVS and the Lao Government. It describes a crash program designed to get teachers into classrooms quickly. Specific goals were to provide a program of general culture, enable students to acquire essential pedagogical knowledge, help teachers teach in classrooms combining many classes and

develop human and social qualities. The activities of IVS in working toward achieving these goals are described.

124. Vittetow, Francis H., *TEACHER TRAINING IN LAOS: THE FOUNTAINHEAD OF SOCIAL AND ECONOMIC REFORM.* May, 1966, 39 p. USAID/Vientiane, Laos.
ARC Catalog No. 370. 71, V 851.

Provides an operational and educational inventory of a decade of United States assistance to teacher education in the Kingdom of Laos. It is concerned with an analysis of the philosophical, pedagogical, operational and managerial aspects of the USAID/Laos Teacher Education Project. Report contains four parts: standards and guidelines in teacher education programs; review of present professional and operational aspects of teacher education in Laos; possibilities for improvement; general and specific recommendations. A plea is made for continuous examination of issues and revision of programs for teacher education.

NEPAL

125. Colman, James A., *END-OF-TOUR-REPORT: EDUCATION ADVISOR (PRIMARY).* June 9, 1964, 10 p. USAID/Kathmandu, Nepal.
ARC Catalog No. NP 372.95426, C7116.

Stated objectives are centered around primary education and the normal school. Reflects highlights, accomplishments and problems. Evaluations are narrated and recommendations made.

126. *EVALUATION OF COLLEGE OF EDUCATION, NEPAL.* 1957, 22 p. Prepared for His Majesty's Government of Nepal. Bureau of Research, College of Education, Kathmandu, Nepal.
ARC Catalog No. NP 370.95496, N439a.

This condensed report is the first evaluation of the teacher education program of Nepal established with the assistance of the United States. It gives the guidelines under which evaluation was made and enumerates the various facets of the program evaluated. Separate evaluations are presented for the normal school and for professional education.

127. *THE FIVE YEAR PLAN FOR EDUCATION IN NEPAL.* July, 1956, 39 p. Prepared for Ministry of Education, Government of Nepal by the National Education Planning Commission, Bureau of Publications, College of Education, Lazimpat, Kathmandu, Nepal.
ARC Catalog No. NP 370.95496, N 439.

This plan justifies the need for educational reform and summarizes problems and obstacles faced. Suggestions are given for ways in which a more democratic organization and administration may be achieved. Primary, secondary and higher education are reviewed. Priority is given to the training of primary teachers, and a plan is offered for such training.

128. Moore, Harry H., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* March 3, 1966, 10 p. USAID/Kathmandu, Nepal.
ARC Catalog No. NP 370.095426, M822.

Describes the conditions of education in Nepal at primary and secondary levels. Gives an account of school construction projects and analyzes outstanding problems. Recommends concentration on training elementary and secondary teachers.

129. *USAID AND EDUCATION IN NEPAL.* May, 1966, unpaged. USAID/ Kathmandu, Nepal.
ARC Catalog No. NP 370, 95 496, U586.

This is a series of fifteen reports prepared by eleven American technicians covering the various educational activities carried on in Nepal from 1961 to 1966. The reports cover vocational education, teacher education, primary education and educational materials. It provides a complete overview of programs, policies, problems and progress.

130. Winer, Harold, *END-OF-TOUR REPORT, CHIEF EDUCATION DIVISION.* May 8, 1961, 27 p. USAID/Kathmandu, Nepal.
ARC Catalog No. NP 370.095426, W 767.

Gives a full description of conditions existing at the beginning of the reporting period. Describes program to help improve existing conditions. Emphasis is on primary education, a shift from academic to vocational education at the secondary level, and production of educational materials. Progress is fully described and evaluated. Weaknesses in the program are pointed out.

131. Wood, Hugh B., et al., *SIX YEARS OF EDUCATIONAL PROGRESS IN NEPAL.* September 30, 1959, 76 p. Prepared for AID/Washington by University of Oregon, Eugene, Oregon. Bureau of Publications, College of Education, Kathmandu, Nepal.
ARC Catalog No. NP 370.95496, N439b.

This is a report of projects developed through the cooperative efforts of the Education Ministry of Nepal and the University of Oregon, acting for the United States Operations Mission, 1953-1959. Goals, activities, and achievements are outlined. The characteristics of a national education system are presented. Describes a mobile normal school and an in-service teacher training program. A quantitative and qualitative summary is given.

PAKISTAN

132. Briggs, Charles C., *END OF TOUR REPORT: EDUCATION ADVISOR.* September 16, 1964. 10 p. USAID/Lahore, West Pakistan.
ARC Catalog No. PK 370.09549, B845.

Discusses general and specific objectives and the activities of the education advisor directed toward achieving those objectives. Describes favorable and unfavorable factors affecting the education program. Evaluates results in terms of planning and implementation of educational development programs, the Institute of Education and Research, assistance to Peshawar University, and building design. Presents eight recommendations for the improvement of the program.

133. Brown, Kenneth E., *SUMMER SCIENCE INSTITUTES: DACCA, EAST PAKISTAN.* Contract No. AID/nesa-245. September 1966, 17 p. Prepared for AID/Washington by Teachers College, Columbia University, New York N.Y. 10027.
ARC Catalog No. PK 507, C 726.

Objectives of the science institute are defined. Separate reports are made for each area of science and mathematics explored. Evaluations are presented in the form of strengths and weaknesses of the institute. Recommendations are made for a follow-up program.

134. THE DEVELOPMENT OF THE INSTITUTE OF EDUCATION AND RESEARCH, UNIVERSITY OF DACCA, EAST PAKISTAN: 1959-1969. Contract No. AIDc-1294, AID/nesa-213. Prepared for AID/Washington by Colorado State College, Greeley, Colorado 80361.
ARC Catalog No. PK 370.71, C719. See reports listed below.

This is the story of the cooperative efforts of five agencies to assist in the improvement of education in East Pakistan through the development of an Institute of Education and Research. This institution functions in the fields of teacher education, educational research, and educational service. Cooperating agencies were the Governments of Pakistan and of East Pakistan, University of Dacca, Agency for International Development and Colorado State College (the first nine reports are not available in the ARC).

a. Morrison, Gaylord D. and J. Gilbert Hause, *FIRST SEMI-ANNUAL PROGRESS REPORT.* June 30, 1960, 5 p.

Gives a short history of events that preceded the contract and presents the budget for the first six month period.

b. Morrison, Gaylord D., and J. Gilbert Hause, *SECOND SEMI-ANNUAL PROGRESS REPORT.* December 31, 1960 9 p.

Reports the opening of the institute and the arrival of various supplies and equipment. Communication between campus and institute is reported as a major problem.

c & d. Morrison, Gaylord D. and J. Gilbert Hause, *THIRD AND FOURTH SEMI-ANNUAL PROGRESS REPORTS.* June 30, 1961, 6 p. and December 31, 1961, 5 p.

Limited to a chronological listing of events.

e. Kline, Barton L. and J. Gilbert Hause, *SIXTH SEMI-ANNUAL PROGRESS REPORT.* December 31, 1962, 57 p.

This is a compilation of several separate reports. Tells of the establishment of a course in arts and crafts and a department of educational testing and guidance. Makes a summary report of all activities for the first two years of the institute.

f. Kline, Barton L. and J. Gilbert Hause, *SEVENTH SEMI-ANNUAL PROGRESS REPORT.* June 30, 1963, 58 p.

A compilation of several separate reports. Presents plans for revision of admission procedures. Describes progress in curriculum development. Reviews the history of the institute and projects the future program.

g. Kline, Barton L. and J. Gilbert Hause, *EIGHTH SEMI-ANNUAL PROGRESS REPORT.* December 31, 1963, 65 p.

A compilation of several separate reports each relating activities in eight different areas. Recommendations are made in each area.

h. Kline, Barton L. and J. Gilbert Hause, *NINTH SEMI-ANNUAL PROGRESS REPORT.* June 30, 1964, 13 p.

The background situation is described and objectives of the project given. The basic functions of the institute are outlined. Factors affecting progress are listed.

i. Hause, J. Gilbert and Frank P. Lakin, *TENTH SEMI-ANNUAL REPORT.* December 31, 1964, 10 p. (This document also contains the "End of Tour Report," of Barton L. Kline, October, 1964, 41 p.)

This is a narrative account of activities involving the contract staff at the Institute of Education and Research.

j. Hause, J. Gilbert and Frank P. Lakin, *ELEVENTH SEMI-ANNUAL REPORT.* June 30, 1965, 34 p. (This document also contains the terminal reports of Lelloine Gunning, July 1, 1963 - July 1, 1965, 10 p. and Paul J. Wisch, 9 p.)

This report states nine objectives of the contract; accomplishments and factors affecting progress are given.

k. Hause, J. Gilbert and Donald L. Holley, *THIRTEENTH SEMI-ANNUAL PROGRESS REPORT.* June 30, 1966, 66 p.

The objectives of the project are reviewed and resources for carrying out the objectives stated. Accomplishments are described as well as factors affecting progress. Separate reports are made for each of the eleven departments in the institute.

l. Shaw, Jack and Jack G. Blendinger, *SEVENTEENTH SEMI-ANNUAL REPORT.* June 30, 1968, 22 p.

Four objectives are stated for this project. Courses of study leading to the master's and doctor's degrees are listed. Services furnished by the institute to the departments of the University and affiliated colleges are named. Gives the projects of the Educational Research Center and describes the various services offered. The phase-out of the project is projected.

m. Shaw, Jack and Jack G. Blendinger, *NINETEENTH SEMI-ANNUAL REPORT.* July 15, 1969, 39 p. (also contains terminal report of Robert W. Schmeding, Educational Research, 4 p., Quain K. Jahrman, Industrial Arts, 14 p. and Maynard N. Stamper, Science Education, 8 p.)

Phasing out the program is described as a major function. The academic accomplishments and status of participants pursuing graduate studies are given. Describes student unrest. Major activities, problems and suggestions are contained in the terminal reports.

n. Shaw, Jack, Jack G. Blendinger and J. Gilbert Hause, TERMINAL REPORT. December 31, 1969, 91 p.

Describes the educational system and the atmosphere within which program was developed. States the purpose of the institute. Describes the staff and programs of studies, research and service which the staff provides. Gives the present status of the institute, states problems and makes recommendations.

135. Jung, Chris W., *EVALUATION REPORT: INSTITUTE OF EDUCATION AND RESEARCH, PUNJAB UNIVERSITY, LAHORE, PAKISTAN.* 1969, 8 p. USAID/Rawalpindi, Pakistan.
ARC Catalog No. PK 370.71, J95.

This is an evaluation of Indiana University Contract No. AID/c-1315 which was terminated in 1965. The main purpose of the institute was to train secondary teachers. To this end 627 man-months of assistance were provided by USAID. Evaluation revealed that the project had made satisfactory progress and stressed a continuing relationship between IER and the United States educational institutions; keeping library materials up-to-date; the need for a campus laboratory school; and improving the teaching of science.

136. Preston, Andrew C., *SUMMER SCIENCE INSTITUTES: AUGUST - SEPTEMBER, 1966.* Contract No. AID/nesa-245, 17 p. Prepared for AID/Washington by Teachers College, Columbia University, New York, N.Y. 10027.
ARC Catalog No. PK 507.C726.

Report describes the preliminary planning at University of Dacca, East Pakistan which was done in the face of many obstacles in order to set up four science institutes. Description indicates what can be done to push a project and

emphasizes the importance of lead time and preparation. Problems of logistics encountered in carrying on the courses are described. Schedules are given and the work reviewed. Evaluations of the institutes are made, strengths and weaknesses pointed out.

137. Hardie, Alvis O., *END-OF-TOUR REPORT: EDUCATION ADVISOR*. June 28, 1963, 19 p. USAID/Lahore, West Pakistan.
ARC Catalog No. PK 370.095491, H262.

Reflects personnel problems and dissatisfactions of technician as well as problems in the initiation of a program of educational improvement. Difficulties in both areas are analyzed and a description given of what USAID has done both to create and to solve the problems. Suggestions are given for future action.

138. SUMMER SCIENCE INSTITUTES: EAST AND WEST PAKISTAN. Contract No. AID/nesa-245. August 10, 1968. 400 p. Prepared for AID/Washington by Teachers College, Columbia University, New York, N. Y. 10027.
ARC Catalog No. PK 507, I 59. See reports listed below.

The purpose of the summer science institutes was to upgrade the teaching of the sciences and technology in East and West Pakistan's universities, colleges and polytechnic institutes. They were aimed directly at college teaching and indirectly at secondary school teaching. Their general objective was to train the teachers of teachers. Two complete reports are catalogued under this number.

a. Williams, Clanton W., *REPORT OF THE 1968 SUMMER SCIENCE INSTITUTE*, August 10, 1968, 400 p.

Analyzes the purposes of the institutes at the Universities of Dacca and Ragshahi, and 10 polytechnic colleges and what they mean to East Pakistan. Describes the make-up of the team. Identifies logistical problems. Separate reports are included for each area of study in each of the institutes. Recommendations are made for the 1969 summer institutes and follow-up activities.

b. Hudson, Hugh Thomas, *REPORT OF 1970 SUMMER SCIENCE INSTITUTES: PART A–EAST PAKISTAN, PART B–WEST PAKISTAN, PART C–EVALUATION AND CRITIQUE*. 1970, 438 p.

Part A covers activities of the institutes at the University of Dacca, the University of Ragshahi and 10 polytechnic colleges in East Pakistan. It gives the background of the institutes, describes the consultants and contains reports of 18 activities in science, mathematics and technology. The institute reports are summarized. An evaluation is made of the program and plans for follow-up presented. Part B covers activities of the institutes at the universities of: Punjab (Lahore), Sind (Hyderabad), Peshawar and Karachi. The purpose of these institutes was to introduce the new syllabus to each college teacher of chemistry, mathematics and physics. There is a separate report and evaluation of each institute. Part C contains an evaluation and critique covering all institutes. It analyzes the role the program will serve in the country's over-all effort toward development. The pressing problems of East Pakistan are explored in relation to this role such as: more people than production; needs for industrialization; and jobs for polytechnic graduates.

A summary is given and a plea made for family planning as first priority in assistance programs in East Pakistan.

139. TEACHER EDUCATION AT THE UNIVERSITY OF PUNJAB. 1959-1967, LAHORE, PAKISTAN. Contract No. AID/c-1315. Prepared for AID/Washington by the School of Education, Indiana University, Bloomington, Indiana 47405. ARC Catalog No. PK 370.71, I 39. See reports listed below.

The purpose of this project was to strengthen programs of teacher education in Pakistan, specifically to assist in the development of the Institute of Education and Research at the University of Punjab, Lahore, that would be concerned with the training of "teachers of teachers." The first, fifth and thirteenth reports are missing.

a. Jung, Christian W., *SECOND SEMI-ANNUAL REPORT.* June 30, 1960, 19 p.

States the specific purpose of the contract. Activities during the period are listed and described. Progress during this initial phase is analyzed. Communication is given as the biggest problem.

b. Jung, Christian W., *THIRD SEMI-ANNUAL REPORT.* December 31, 1960. 15 p.

Activities during this period, consisting of construction of buildings and securing personnel, are listed and described. Progress in relationships with the Ministry of Education is evaluated. Orientation to a new concept in teacher education is analyzed. Problems listed include communication, accounting and purchasing procedures and absence of a librarian.

c. Jung, Christian W., *FOURTH SEMI-ANNUAL REPORT.* June 30, 1961. 14 p.

Former problems persist into this reporting period although progress toward their solution is reported. Chief among these was failure to secure approval of the "Statutes, Ordinances and Regulations" by the Syndicate and the Senate of the University.

d. Jung, Christian W., *SIXTH SEMI-ANNUAL REPORT.* June 30, 1962. 21 p.

Relates progress during the period in positive and negative terms. Laments the slow progress in construction of plant and preparation of furniture. Describes evening classes and summer school. Contains two end-of-assignment reports.

e. Horn, Ernest W., *SEVENTH SEMI-ANNUAL REPORT.* December 31, 1962, 32 p.

Progress reported includes moving the Institute from temporary to permanent quarters. Success of summer sessions and evening classes is described. Distribution of research bulletins and science guides is cited.

f. Horn, Ernest W., *EIGHTH SEMI-ANNUAL REPORT.* June 30, 1963, 36 p.

A major accomplishment was finding positions for five returned participants. Completion of teaching guides in mathematics, science and business education and the development of research are described.

g. Horn, Ernest W., *NINTH SEMI-ANNUAL REPORT.* December 31, 1963, 31 p.

Describes the inauguration of the new institute and reproduces important speeches. Reviews activities in all major programs of the institute; the regular program, evening classes and summer school. Lists placement of institute graduates in responsible leadership and teaching roles. Lists research publications by the staff.

h. Horn, Ernest W., *TENTH SEMI-ANNUAL REPORT.* July 1, 1964, 40 p.

Identifies areas of progress during the reporting period. Stresses selection of new participants and placement of returned participants. Describes improvement in program and progress of research. Gives the status of textbook development and of building construction.

i. Horn Ernest W., *ELEVENTH SEMI-ANNUAL REPORT.* January 8, 1965, 45 p.

Report evaluates progress during this period in research, publications, and the various departmental activities. Outlines the implications of the Institute of Education and Research for the promotion of teacher education. Includes four end-of-tour reports.

j. Horn, Ernest W., *TWELFTH SEMI-ANNUAL REPORT.* July 22, 1965, 85 p.

Report consists mainly of recommendations for an orderly, planned phaseout of advisory services to the Institute. Background information is given. The current objectives of the project are stated. Accomplishments are listed in six major areas: research, programs, publication, furniture and equipment, participants, and graduates.

k. Maxwell, Gerald W., *FOURTEENTH SEMI-ANNUAL REPORT.* July 1, 1966, 33 p.

Structural changes in the Institute are mentioned. The transfer of administrative responsibilities to the Pakistanis is described. Contains six terminal reports.

PHILIPPINES

140. Department of Education, Bureau of Public Schools, *SCHOOL BROADCASTING IN THE PHILIPPINES.* 1962, 24 p. Bureau of Public Schools, Department of Education, Manila, Philippines.
ARC Catalog No. PH 371.333, V829.

Prepared by the Radio Education Unit of the Bureau of Public Schools in cooperation with Agency for International Development. Points up ways in which a school broadcast can aid the teacher in her work. Describes the role of the teacher in the school broadcasting program. Presents a list of hints to the teacher for making listening more effective.

141. Fleege, Urban H., *UNESCO EFFORTS IN ASSISTING THE COMMUNITY SCHOOL TOWARD MATURITY.* 1956, 34 p. The Philippines-UNESCO National Community School, Training Center, Bayambang, Pangasinan, Philippines.
ARC Catalog No. PH 370.9914, F594a.

Describes the introduction and growth of the community school in the Philippines over a period of two years. Justifies the need of a special kind of training for teachers of community schools. Gives the history, aims and growth of the Bayambang training center for teachers. Makes recommendations for the continuation of a special training program for teachers of community schools.

142. Hansen, Henry R., *END-OF-TOUR REPORT: ELEMENTARY EDUCATION ADVISOR.* July 30, 1962, 13 p. USAID/Manila, Philippines.
ARC Catalog No. RP 372.9914, H249.

Describes activities in elementary education and related responsibilities. Analyzes problems, chief of which is absence of a national plan of education. Recommendations include: the development of a long range plan, strengthening in-service teacher training and reorganizing administration of teacher education within the Bureau of Public Schools.

143. Hansen, Henry R., *END-OF-TOUR REPORT: GENERAL EDUCATION.* March 4, 1964, 9 p. USAID/Manila, Philippines.
ARC Catalog No. RP 370.0914, H249.

Describes the status of the various educational projects in Manila: textbook production, in-service education, vocational education and planning. Provides a summary and recommendations.

144. *A SURVEY OF THE PUBLIC SCHOOLS OF THE PHILIPPINES–1960.* 594 p. USOM/Manila, Philippines.
ARC Catalog No. PH 371.01, S963.

Survey provides a complete analysis of public schools in the Philippines in 1960. Covers all areas of the educational system: elementary, secondary, vocational,

special, financing, organization and administration, and teacher education. A general summary of major recommendations is found in the introduction. More than 100 pages are devoted to teacher education. Evaluates status of teacher education in 1960. Examines among many items such things as qualifications of staff, appointments, salaries and benefits. The training of teachers, the curriculum, and administration are covered. The importance of libraries and laboratories is emphasized. Specific recommendations are made for every area of teacher education.

145. Swanson, J. Chester, *THE PUBLIC SCHOOLS OF THE PHILIPPINES: A REVIEW OF A SURVEY.* 1967, 49 p. University of California, Berkeley, California.
ARC Catalog No. PH 371.01, C153.

Analyzes progress made in the public schools of the Philippines from 1960 to 1967 in terms of a survey of public schools made by a team of experts in 1960. Makes a statistical review of each area of education covered in the original survey. Gives general observations and describes the implementation of selected recommendations of the survey. Suggestions are made for improvement.

146. Vittetow, Francis H., *AN IN-SERVICE EDUCATION APPROACH TO SCHOOL IMPROVEMENT.* Date (about 1960), 30 p. National Media Production Center, ICA/Manila, Philippines.
ARC Catalog No. PH 371.2, V829.

Bulletin is the outcome of observations of the elementary demonstration centers and the experimental secondary schools operating under the ICA-NEC aid program. It makes the point that educational leadership and the team process are keys to educational success. It traces the elementary and secondary school program from the development of objectives to the issuing of report cards and promotions, emphasizing the role of supervision and administration. It is well illustrated with diagrams and charts.

147. Vittetow, Francis H., *END-OF-TOUR REPORT: EDUCATION ADVISOR, ELEMENTARY AND SECONDARY.* November 17, 1960, 32 p. USAID/Manila, Philippines.
ARC Catalog No. RP 370.09914, V851.

Provides a complete account of elementary and secondary educational activities in the Philippines, including the normal schools. Report is based on visits to 35 of the 54 provinces. Each area of the program is described separately with analysis, evaluation and recommendations for the future. A bibliography is included.

THAILAND

148. DesBrisay, Bligh, *END-OF-TOUR REPORT: REGIONAL ELEMENTARY EDUCATION ADVISOR*. July 28, 1961, 13 p. USAID/Bangkok, Thailand.
ARC Catalog No. TH 372.9593, D444.

Describes a regional program designed to serve Vietnam, Thailand, Laos and Cambodia with the elementary education advisor based in Thailand. Covers activities within the region but primarily in Thailand. Provides evaluation of UNESCO's pilot project in education in the Chachoengsao province extending over ten years. Gives favorable and unfavorable factors relative to the regional approach. Makes recommendation for decisive action.

149. Draper Dale C., *END-OF-TOUR REPORT: EDUCATION ADVISOR*. July 12, 1963, 12 p. USOM/Bangkok, Thailand.
ARC Catalog No. TH 370.09593, D765.

Gives the general objectives and describes the activities performed. Evaluates factors favoring and hindering the program. Provides detailed recommendations for improvement.

150. Dresden, Katharine, *END-OF-TOUR REPORT: EDUCATION ADVISOR*. May 24, 1961, 8 p. USOM/Bangkok, Thailand.
ARC Catalog No. TH 370.09593, D773.

States the general objectives and specific goals of technicians including raising the educational level in seven designated schools and one supervisory unit in each region. Activities aimed toward this goal are described.

151. Hart, William G., *END-OF-TOUR REPORT: EDUCATION ADVISOR*. April 20, 1964, 12 p. USAID/Bangkok, Thailand.
ARC Catalog No. TH 370.09593, H325.

Describes the general objectives and specific goals of the technician's assigned duties. They include: serving as advisor to the Ministry of Education, the operation of educational materials center, and textbook revision. Favorable and unfavorable factors are summarized and recommendations made for the future.

152. *INTERNATIONAL PRIORITIES FOR TEACHER EDUCATION: WORLD ASSEMBLY 1969*. 1969, 25 p. International Council on Education For Teachers, One Dupont Circle, Washington, D. C. 20036.
ARC Catalog No. 370.7, I61.

This report of the World Assembly of the International Council on Education for Teachers held at Abidjan, Ivory Coast, July 19 - August 1, 1969, presents three representative papers which describe the program of rural teacher education in Thailand, including field work, supervision of the student teachers,

development of curriculum and upgrading of staff and premises. Five priorities are listed for teacher education and international cooperation in the Caribbean. The progress of the Indian Association of Teacher Educators is summarized and evaluated.

153. Litttle, Harry A., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR*. October 8, 1962, 16 p. USAID/Bangkok, Thailand.
ARC Catalog No. TH 370.71, L778.

Evaluates the work of Indiana University contract team and describes phase-out activities of Michigan State University.

154. Malakul, Mom Luang Pin, *PROPOSED PROJECTS FOR THE DEVELOPMENT OF EDUCATION IN THAILAND*. 1962, 76 p. Ministry of Education, Bangkok, Thailand.
ARC Catalog No. TI 370.9593, M236.

Analyzes the over-all situation of the country and its educational system. Outlines the objectives of education. Discusses four educational projects: extension of compulsory education, improvement of secondary education, improvement of vocational education and the supply of teachers. Devotes twelve pages to teacher supply and training. Analysis includes: normal teacher training programs and upgrading of teachers' qualifications, emergency training of teachers, estimates of teacher supply and demand, in-service training and a summary of expenditures for teacher education.

155. McCreery, Gene S., *END-OF-TOUR REPORT: GENERAL EDUCATION ADVISOR*. June 15, 1964, 11 p. USAID/Bangkok, Thailand.
ARC Catalog No. TH 370.09593, M132.

General objective of the program was to improve the quality of education in Thailand. Activities toward this end are described. Analyzes the basis for success and failure of various activities. Makes an evaluation and presents five recommendations.

156. Shipp, Frederick T., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR*. USAID/Bangkok, Thailand.
ARC Catalog No. TH 370.09593, S557a.

Two reports are catalogued under this number.

October 2, 1961, 9 p.

Describes the full scope of teacher education in Thailand: vocational, general, higher. Evaluates contributions by contract and by Peace Corps personnel. Provides generalized conclusions.

May 15, 1964, 12 p.

Provides an outline for reduction of force and for phasing out the education assistance program. Contains a separate report for vocational education.

157. Shipp, Frederick T., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR*. May 7, 1965, 11 p. USAID/Bangkok, Thailand.
ARC Catalog No. TH 370.09593, S557.

Gives the background of the Thai education system from its origin in the Buddhist wats. Emphasizes the development of educational leaders. Recommends a long range plan for development.

158. TEACHER EDUCATION IN THAILAND: 1954 - 1962. Contract No. AID/X-11. Prepared for AID/Washington by Indiana University, Bloomington, Indiana 47401.
ARC Catalog No. TI 371.712, 139. See reports listed below.

This contract covers a broad teacher education program over an eight-year period which is mainly summarized in the final report. The first 13 reports were not available in the ARC for annotating.

a. Brinegar, Harold *FOURTEENTH SEMI-ANNUAL REPORT:* May 1, 1961 - October 31, 1961, 32 p.

Contract related accomplishments during the reporting period are described. Emphasis is given to previous accomplishments, to the relationship of each activity to the contract objective, and to plans for the next semi-annual period. Covers the various in-service teacher training activities, the demonstration schools and accomplishments in the field of research.

b. Stahr, Elvis J. Jr. and Harold G. Shane, *A COOPERATIVE VENTURE IN TEACHER EDUCATION: 1954 - 1962.* September 1, 1962. 3 p.

This final report lists two major objectives for the contract and 22 specific accomplishments. Libraries and participant training are described as means of improving instruction. The importance of counterparts and understudies is considered, as well as values to the contractor. Makes recommendations and includes letters of appreciation from both Thailand and the United States. Contains many photographs and a bibliography of five pages.

TURKEY

159. Anderson, Carroll D., *END-OF-TOUR REPORT: EDUCATION ADVISOR.* July 18, 1961, 8 p. USAID/Ankara, Turkey.
ARC Catalog No. TU. 370.71, A545a.

Presents general objectives in narrative form and provides a list of special objectives. Describes activities directed toward goals. Lists favorable and unfavorable factors, evaluates accomplishments and makes recommendations.

160. Anderson, Carroll D., *END-OF-TOUR REPORT: EDUCATION ADVISOR*. May 26, 1964, 8 p. USAID/Ankara, Turkey.
ARC Catalog No. TU 370.71, A545.

Reviews accomplishments and failures. Lists objectives and related activities. Identifies main problem as inability to influence decisions about the future.

161. Anderson, Carroll D., *END-OF-TOUR REPORT: EDUCATION ADVISOR*. January 18, 1966, 12 p. USAID/Ankara, Turkey.
ARC Catalog No. TU 370.71, A545b.

Describes the differences between United States and Turkish education systems. Gives important aspects of a highly centralized school system. Analyzes administrative structure of the Ministry of Education and the organization of teacher education.

162. Cole, James A., *END-OF-TOUR REPORT: TEACHER EDUCATION*. July 14, 1964, 8 p. USAID/Ankara, Turkey.
ARC Catalog No. TU 370.71, C689.

Report is concerned primarily with the development of the demonstration normal school which has as its purpose the improvement of the quality of teacher education in Turkey. Specific objectives are stated and activities toward achieving objectives described. Progress is evaluated and recommendations made.

163. Green, Eleanor K., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR*. January 12, 1965, 14 p. USAID/Ankara, Turkey.
ARC Catalog No. TU 370.71, G795.

Portrays the basic problems of Turkish education. Lists goals designed to help in solving problems. Describes leadership activities in relation to stated problems and goals. Favorable and unfavorable factors are fully described. Specific efforts are discussed. Factors considered in appraisal of efforts are given.

164. Holmlund, Walter S., *END-OF-TOUR REPORT: EDUCATION ADVISOR*. USOM/Ankara, Turkey.
ARC Catalog No. TU 370.094961, H753.

Three reports are catalogued under this number.

October 3, 1961, 6 p.

Describes duties to advise and assist the Ministry of Education in the improvement and expansion of teacher education. Activities cover a broad field, some only indirectly related to teacher education, such as advising the Ministry of Defense on curriculum changes for military lycees. Favorable and unfavorable factors are given and recommendations made.

December 31, 1963, 5 p.

Report covers activities with secondary and higher education. Goals are clearly stated. Favorable and unfavorable factors affecting goals are analyzed. Recommendations include: the concentration of higher education in a few institutions, placement of returned participants, and using the time of the teacher education advisor more wisely.

December 10, 1965, 9 p.

Eight activities are discussed: the four-year teachers college; Gazi Pedagogical Institute in Ankara; participant training; Demonstration Normal School; cooperation with CENTO: science teacher training program; Yildiz Technical School; Central Book Fund and science teacher training program.

165. Moore, Harry H., *END-OF-TOUR REPORT: GENERAL EDUCATION ADVISOR*. December 3, 1964, 6 p. USAID/Ankara, Turkey.
ARC Catalog No. TU 370.094961, M822.

States objectives and goals in five areas of the general education program. Evaluates activities and makes eight recommendations for the future, the most important of which is careful selection of counterpart personnel.

VIETNAM

166. Barganier, Elhura, *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR*. May 19, 1966, 5 p. USAID/Saigon, Vietnam.
ARC Catalog No. VS 372.9597, B251.

Describes teacher training activities in the five northernmost provinces of Vietnam during the war. Activities are centered around classroom construction, teacher training and instructional materials. Favorable factors are listed, such as ability to follow through with teacher training in time of war. Unfavorable aspects include the changing status of security. Evaluations are made and recommendations given.

167. COMPREHENSIVE SECONDARY EDUCATION, 1965-1970. Contract No. AID/fe-164. Reports prepared for AID/Washington by Ohio University, Athens, Ohio 45701.
ARC Catalog No. VS 370.0957, K74. See reports listed below.

The first five reports of this project are not available for review. However, sufficient information is available to give insight into the development of the project which covered a span of eight years. Reports not catalogued in ARC may be read at the reference library in the AID Vietnam Bureau.

a. Stephenson, Gilbert A., *SIXTH SEMI-ANNUAL REPORT: APRIL-OCTOBER 1965*. 139 p.

This report covers the work of the contract advisors at the universities of Saigon and Huế. The goals of the contract are listed as assisting in: improving educational administration; developing curricula and course content; organizing and modifying teaching methods; selecting participants and developing training programs. Relates accomplishments toward these goals. Reviews the working papers of the contract. Describes plans for the opening of Thu Duc demonstration school. Gives accomplishments in special areas: home economics, science, business education and industrial arts. The status of participants is shown. Plans are given for the next reporting period. Recommendations are made covering current needs of the secondary education program in Vietnam.

b. Stephenson, Gilbert A., *SEVENTH SEMI-ANNUAL REPORT: OCTOBER 1965 - APRIL 1966.* 118 p.

Analyzes the needs of secondary education in Vietnam following recommendations made at the Honolulu conference. Needs are related to the improvment of the faculties of pedagogy at Saigon and at Huế. Proposes as immediate pilot training program to train teachers in areas essential to comprehensive education and the opening of ten additional comprehensive high schools. Defines the responsibilities of the Ministry of Education and of USAID in carrying out these recommendations. Accomplishments in the established program are described.

c. Stephenson, Gilbert A., *EIGHT SEMI-ANNUAL REPORT: APRIL - OCTOBER 1966.* 138 p.

Presents a description of over-all operation, difficulties as well as accomplishments. Contains detailed suggestions for more widely introducing the concept of the comprehensive high school in Vietnam, including a suggested program for the training of teachers. The progress report on the expanded program gives a history of the team effort and the direction it should take.

d. Knox, Donald M., *NINTH SEMI-ANNUAL REPORT: OCTOBER - JULY 1967.* 211 p.

Activities with the Ministry of Education included efforts to obtain approval of the curriculum developed at the demonstration high school, decrees approving workshops and seminars, assignment of returned participants and necessary local funding. Progress is reported and plans are projected in all areas of staff activity with faculties of pedagogy at Saigon, Huế and Can Tho, pilot comprehensive high schools and National Wards School. Contains a bibliography of instructional materials produced by the contract staff.

e. Knox, Donald M., *TENTH SEMI-ANNUAL REPORT: JULY 1967 - JANUARY 1968.* 195 p.

Staff continues to work with the Ministry of Education on unresolved problems relative to the development of the comprehensive secondary

schools listed in the previous report. Attempts of the faculties of pedagogy to raise standards are analyzed. New teaching procedures are described. Progress to date and projected plans are given for all areas of staff activity.

f. Knox, Donald M., *ELEVENTH SEMI-ANNUAL REPORT: JANUARY - JULY 1968.* 190 p.

Reflects changes in administration whereby contractors work indirectly with Ministry of Education to achieve contract goals. Relates effect of the escalation of the war on contract activities. Destruction of physical facilities and human life at the Universities of Hué and Can Tho are described as well as loss of teaching time and the draft of professors. Progress is reported along with many problems.

g. Knox, Donald M., *TWELFTH SEMI-ANNUAL REPORT: JULY 1968 - JANUARY 1969.* 194 p.

Emphasizes the fact that all activities in which the contract team participate are directly or indirectly related to the Ministry of Education. These activities are teacher training (in-service and pre-service), pilot comprehensive high schools, textbook writing, participant training, curriculum development, disbursement of commodities, and budgeting local funds. Progress, problems and plans relative to these activities are analyzed and evaluated. An overview of the University of Hué is given and a five-year development plan proposed for that institution.

h. Knox, Donald M., *THIRTEENTH SEMI-ANNUAL REPORT: JANUARY - JUNE 1969.* 236 p.

Separate reports for each area of activity are organized around such headings as purposes and goals, activities, accomplishments, problems and recommendations. Special papers are presented on guidance and on science education. A tentative curriculum guide is proposed for physical and biological science. Describes the initiation of the accelerated teacher training program for preparing first cycle teachers, and a guidance course required of all teachers. A secondary school principal presents an analysis of the comprehensive secondary school pointing out its unrealities and the need for approval by the Ministry of Education before the program can proceed.

i. Knox, Donald M., *FOURTEENTH SEMI-ANNUAL REPORT, JULY - DECEMBER 1969.* 182 p.

Amendment No. 8 to this contract, dated August 27, 1969 redefined the scope of work and spelled out the responsibilities of the contract team toward each of the three faculties of pedagogy, at Universities of Saigon, Hué and Can Tho, and toward the completion of the comprehensive secondary demonstration schools at these institutions. It also defined the role of the contract team toward the Directorate of Secondary Education in the implementation of the comprehensive secondary schools. Progress and problems in terms of the redefined scope of work are reported.

j. Knox, Donald M., *FIFTEENTH SEMI-ANNUAL REPORT: JANUARY - JUNE 1970.* 180 p.

Report is made in terms of the redefined scope of work and in terms of plans made at the Teacher Education Conference held at the University of Dalat, December 13-17, 1969. Chief among four major accomplishments was the acceptance of teacher education programs at the Faculty of Pedagogy, University of Saigon in business education, home economics, guidance and industrial arts. The main problem listed was failure to initiate the unit credit system at the Faculty of Pedagogy. Progress and problems are reported in each area of responsibiltity. Special papers and reports are presented in full.

k. Inman, William E., *SIXTEENTH SEMI-ANNUAL REPORT: JULY - DECEMBER 1970,* 200 p.

All areas of advisement are covered in this report. Delays created by the reduction of contract staff are indicated. This is especially evident in efforts to finalize the comprehensive secondary school program. Delayed action is reported in most areas of work. All problems mentioned in the previous report continue to plague the American advisors. One American advisor was requested by the Dean of the Faculty of Pedagogy, University of Saigon to assist with an over-all look at the Faculty of Pedagogy.

l. Ploghoft, Milton E., *FINAL REPORT ON TEACHER EDUCATION IN SPECIAL AREAS.* June 5, 1971, 54 p.

This report was prepared primarily as a communication to Vietnamese educators and others concerned with the development of education. It analyzes the problems of comprehensive secondary education, identifies and summarizes problem areas in teacher education. Recommendations are made for their solution. Listed as high priority problem areas are: research and instruments of research concerning secondary school population; the development of a body of educational literature and establishment of an institute of education. Recommendations directed to exploration of these problems include: incountry support of Vietnamese institutions; short term consultants in textbook writing and construction of course materials; development of an accelerated teacher training course; support by external agencies of comprehensive secondary schools, and external assistance in the development of graduate schools.

168. Cox, Dan, *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR ELEMENTARY.* May 29, 1965. 6 p. USAID/Saigon, Vietnam.
ARC Catalog No. VS 370.19346, C877.

Activities, problems and accomplishments are described in two specific areas of the educational program, hamlet schools and instructional materials development. Among factors favorable to the program was the great desire for learning. Evaluations are summarized and recommendations made.

169. *EDUCATION PROJECTS IN THE REPUBLIC OF VIETNAM.* 1969, 47 p. Prepared for AID/Washington by AID/Saigon, Vietnam.
ARC Catalog No. VS 370.09597, U58.

Reviews the Hamlet Elementary School Program, its history, purpose and significance. Describes the elementary and secondary teacher training programs. Presents the in-service teacher training program and the instructional materials program. Covers higher education, vocational and agricultural education, leadership training, libraries, the teaching of English and adult education.

170. ELEMENTARY TEACHER TRAINING. 1960-1969. Contract No. ICAc-1444, ICAc-1772, AID/fe-196. Reports prepared for AID/Washington by Southern Illinois University, Carbondale, Illinois 62901.
ARC Catalog No. VS 370.73, S727. See reports listed below.

These reports relate nine years of progress in elementary teacher training in Vietnam during the period of intensive fighting. They describe the development of a network of normal schools covering all areas of the country, as well as a unique program of in-service teacher training and training of educational leaders.

a. *REPORT ON PRESURVEY FOR CONTRACT IN VIETNAM.* June 1, 1960, 7 p.

Survey was accomplished from April 30 to May 13, 1960. It includes an account of visits to two proposed locations for normal schools, Vinh Long and Qui Nhon. General observations are stated, such as housing possibilities and location of normal schools. Recommendations are made which include amount of time contractors will spend in the field and amount in Saigon, bringing all the normal schools under the contract and advising in both in-service and pre-service teacher training programs.

b. Malone, Willis E., *FIRST SEMI-ANNUAL REPORT:* July - December 1961. 33 p.

Describes the objectives and scope of work. Outlines the normal school training program in detail. Justifies the importance of having the normal school affiliated with the university. Makes suggestions for recruitment of staff. Evaluates progress. Recommends that greater attention be given to the needs of elementary education.

c. Malone, Willis E., *SECOND SEMI-ANNUAL REPORT:* January - July 1962. 24 p.

The purpose of the contract is restated as training elementary teachers, pre-service and in-service, in normal schools and related institutions throughout South Vietnam under the policy direction of USOM/Education. Five normal schools were in operation, Banmethuot, Qui Nhon, Saigon, Tan An and Vinh Long. Describes the unique function of Banmethuot Normal School and the changes made in standards in order to meet the need for teachers in the mountains. Problems at other normal schools especially in physical facilities are discussed. The demonstration school and the in-service training centers are described.

d. Malone, Willis E., *THIRD SEMI-ANNUAL REPORT*: July - December 1962. 22 p.

Report states that contracting team will assist in the development and improvement of administration, curricula, teaching methods, in-service training and participant training. Activities in all these areas are described and analyzed. It is recommended that the normal schools become the responsibility of the Department of National Education, rather than the Department of Secondary Education.

e. Malone, Willis E., *FOURTH SEMI-ANNUAL REPORT*: January - June 1963. 22 p.

Each goal of the contract is stated and progress toward the goal evaluated. Problems analyzed are: those related to providing scholarships for future civil servants; the light teaching load of normal school professors; failure to assign normal school graduates to elementary schools; the system whereby normal school students are selected. A project work plan is attached to this report.

f. DeWeese, Harold, *SIXTH SEMI-ANNUAL REPORT*: January - June 1964. 21 p.

Describes the general situation during the period of this report which followed the November 1 coup. Report describes progress achieved, plans for the future, and recommendations for the cooperating country. A pilot study of teachers' attitudes is described. Changes in the normal school and in its graduates are noted.

g. DeWeese, Harold, *SEVENTH SEMI-ANNUAL REPORT*: July - December 1964. 14 p.

Notes promising practices during this reporting period such as full utilization of the in-service teacher training center. Describes problems created by the war. Outlines new admission procedures initiated. Reports beginning of construction at Banmethuot normal school. Describes a new course for preparing professors for normal schools, and new procedures for assigning normal school graduates. Outlines plans for the future.

h. DeWeese, Harold, *NINTH SEMI-ANNUAL REPORT*: July - December 1965. 23 p.

Describes the social and political characteristics of this period and the problems created by inflation. The recommended abolition of student scholarships is reviewed, as well as the assignment of teachers through more democratic proedures. Construction at Banmethuot normal school is described. Progress to date and plans for the future are given.

i. DeWeese, Harold, *TENTH SEMI-ANNUAL REPORT*: January - June 1966. 14 p.

Characterizes the period as one of uneasy political stability punctuated by demonstrations and riots. In-service center continued to operate during the unrest. Progress is given from 1961 - 1966. Plans are projected for the remainder of the year.

j. DeWeese, Harold, *ELEVENTH SEMI-ANNUAL REPORT*: July - December 1966. 26 p.

Describes the general characteristics of the reporting period as being politically stable, comparatively speaking, and economically inflationary. Progress made in elementary teacher education includes increased normal school enrollment and released time for summer school attendance. Over-all progress since the beginning of the contract is summarized. A unique plan for the organized expansion of in-service elementary teacher training is illustrated. Problems facing elementary education in Vietnam are given and the future outlook described.

k. DeWeese, Harold, *TWELFTH SEMI-ANNUAL REPORT*: January - June 1967. 19 p.

Gives a summary of the effect of the war on education. Highlights the significance of the In-Service Education Center. Describes the multiplier effect of the Directors' Seminar. Unresolved problems are discussed, such as education for all children, taking men teachers from the classrooms, increased salaries for teachers and assigning trained teachers to clerical jobs.

l. Aikman, Arthur L., *THIRTEENTH SEMI-ANNUAL REPORT*: July - December 1967. 41 p.

Report reviews the original objectives of the contract. Progress includes improvement of administration, the curriculum and methods of teaching. Plans are projected for the next reporting period. Describes special activities such as the opening of the demonstration school library and publishing the "Elementary School Journal."

m. Aikman, Arthur L., *FOURTEENTH SEMI-ANNUAL REPORT*: January - June 1968. 41 p.

Describes the effects of the Tet offensive on the normal school program. Provides a separate report on each normal school. The new building at Banmethuot, delayed because of inflation and default of contract, is again reported under construction. Suggestions are made for providing a demonstration school at Banmethuot.

n. Aikman, Arthur L., *FIFTEENTH SEMI-ANNUAL REPORT*: July - December 1968. 73 p.

Provides a resumé of activities at each normal school indicating the general developments, the progress in each of the contract objectives and the major problems. There is a separate summary for each normal school.

o. Aikman, Arthur L., *PROGRESS IN PEDAGOGY: SIXTEENTH SEMI-ANNUAL REPORT.* June 1969 75 p.

This report covers eight years of progress in teacher education in Vietnam. It describes the impact of cultural and national influences upon Vietnamese education. Gives the historical background and setting for each normal school. Current developments at the normal schools are listed and discussed. The development of the program for normal school professors at the Faculty of Pedagogy, University of Saigon is related from its beginning at Hanoi in 1917 to the present. Discusses the growth of in-service training programs and of libraries.

171. Green, Eleanor K., *END-OF-TOUR REPORT: HAMLET SCHOOL PROJECT.* November 25, 1966, 8 p. USAID/Saigon, Vietnam.
ARC Catalog No. VS 370.19346 G795.

Reports a six-month tour in Region IV (Can Tho). States general and specific goals, both as an individual advisor and as a team member. The background and frame of reference for this report are described.

172. *THE HAMLET AND ELEMENTARY EDUCATION PROJECT:* 1968-1969. 43 p. USAID/Saigon, Vietnam.
ARC Catalog No. VS 372.9597, A265.

This story of the Hamlet School Project in Vietnam is told primarily with pictures and graphs. Specific objectives are given as well as more generalized activities. Information concerning population and enrollment is covered. Gives the number of classrooms built and the number of teachers trained. The relationship of schools to the pacification program is indicated. The teacher training program is described.

173. Hammond, Granville, S., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* December 10, 1965, 12 p. USAID/Saigon, Vietnam.
ARC Catalog No. VS 370.1933, H242.

States two major concerns of the Education Division: the development of a good system of education and the creation of an impact program which will provide educational opportunities to rural areas. Describes the program for hamlet schools, instructional materials and vocational education, giving favorable and unfavorable factors of each. Presents recommendations for the future.

174. Hays, Daniel J., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR.* April 14, 1967, 8 p. USAID/Saigon, Vietnam.
ARC Catalog No. VS 370.71, H 425.

Gives a vivid picture of his arrival in Saigon on August 27, 1964 and the situation within which American technicians work. Describes the rural education system and his job of improving the system. Makes evaluations and comments in relation to problems and accomplishments.

175. *HELPING TO BUILD THE NATION'S SCHOOLS: AID ASSISTANCE TO EDUCATION IN THE REPUBLIC OF VIETNAM.* 1960, 28 p. Prepared for AID/Washington by USAID/Saigon, Vietnam.
ARC Catalog No. VS 370.9597, U58.

Evaluates progress in education from the beginning of the assistance program in 1955 to 1960. Covers elementary and secondary education, colleges, universities and vocational schools. Discusses ways to improve programs and personnel. Makes suggestions for improving institutional programs for the preparation of teachers. Tells how instructional programs may be enriched.

176. McCreery, Gene S., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR.* August 6, 1965, 7 p. USAID/Saigon, Vietnam.
ARC Catalog No. VS 370.7122, M132.

Presents an account of the technician's activities in the hamlet school project. Provides a record of accomplishments in classroom construction and in teacher training. Makes evaluations and recommends among other things that support be given to building secondary school classrooms and training secondary teachers

177. Philpott, Gladys O., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR.* October 22, 1964, 11 p. USAID/Saigon, Vietnam.
ARC Catalog No. VS 370.19346, P571.

Presents the background of the development of the hamlet school program as a part of the total program to improve elementary education in Vietnam. Describes the technicians' role. Contains the "master plan" for training hamlet school teachers and shows how the In-Service Training Center was utilized in this program. Describes the decentralization of school classrooms. Recommends: reform in teachers' basic salaries, development of community schools and adult education and controlled expansion of secondary schools.

178. Walther, Herbert K., *END-OF-TOUR REPORT: DEPUTY CHIEF OF EDUCATION.* September 14, 1964, 8 p. USAID/Saigon, Vietnam.
ARC Catalog No. VS 370.09597, W 237.

Report was written after six years as education advisor in Vietnam. Assigned duties are listed and activities described. Cites chactic conditions resulting from the overthrow of the government in 1963. Makes recommendations pertaining to the organization and responsibility of the Ministry of Education.

179. *THE UNIVERSITY OF CANTHO, CANTHO, SOUTH VIETNAM: PAST - PRESENT - FUTURE.* October 15, 1970, 50 p. USAID/Saigon, Vietnam.
ARC Catalog No. VS 378.597, U58.

This document provides an account of the organization and operation of the University of Cantho from its formal establishment in 1966 to 1970. The Faculty of Pedagogy is listed as one of four faculties at the time of organization. Attention is directed to the way in which facilities and staff were provided, the organization of students and staff and course offerings. Report reveals the spirit of the school through the description of its reaction to the Tet offensive.

PART IV LATIN AMERICA
GENERAL

180. THE LATIN AMERICAN TEACHER EDUCATION PROJECT: 1959-1965. Prepared for AID/Washington by The Research Foundation, Teachers College, State University of New York, Geneseo, New York 14454.
ARC Catalog No. 370.71, S797 and DR 374.013, S797. See reports listed below.

Three reports of this teacher education project are catalogued. They describe a unique bi-lingual educational experience shared by a group of Latin American participants and the teachers college.

a. Park, Lawrence, *FINAL REPORT: SECOND PROJECT.* October 1, 1958 - July 17, 1959, 64 p.

Report indicates the scope of experiences provided to the participants. It reflects modifications of the project in terms of emerging needs. Ten pages are devoted to accomplishments. Eleven recommendations are made for the improvement of the program.

b. Lyon, Norman, *FINAL REPORT: SEVENTH PROJECT.* September 20, 1963 - June 27, 1964, 25 p.

Report contains the original letter of agreement. Courses of study and syllabi for each unit of the program are presented and described. Related activities are discussed and evaluations of the program made.

c. Park, Lawrence, *FINAL REPORT: EIGHTH PROJECT* 1964-1965, 41 p.

Describes the training provided for twenty-five participants from the Dominican Republic. Schedules and course outlines are provided. A special plan for evaluation is presented which includes on-the-job activities involving the Ministry of Education.

181. *THE 1956 LATIN AMERICAN CONFERENCE ON EDUCATION: SUMMARY RECORD OF THE CONFERENCE SESSIONS, PANAMA CITY, PANAMA,* July 9-14, 1956, 206 p. International Cooperation Administration, U.S. Department of State, Washington, D.C.
ARC Catalog No. LAT 370.196, I61.

This report covers the discussions and conclusions of ICA technicians in the field of education from fifteen Latin American missions. It evaluates the various ways in which teacher training was being carried on and describes methods used in developing and using instructional materials, including audio-visual materials. All areas of teacher training are covered. Both group and individual evaluations are given.

182. *TEACHER EDUCATION STUDY REPORT*: January 5, 1965 to September 30, 1965. 102 p. Prepared for AID/Washington by The Pennsylvania State University, University Park, Pennsylvania 16802.
ARC Catalog No. LAT 370.71 P415.

This study, sponsored by the College of Education's Latin American Studies Center and Continuing Education, covers the Central American countries of Guatemala, El Salvador, Honduras, Nicaragua and Costa Rica. The objectives of the study are enumerated and the findings discussed. Objectives are concerned with teacher training and in a broader sense the quantitative and qualitative aspects of education. It describes involvement of various agencies and tells how teacher education is conducted. A strategy for teacher training and follow-up of participants is presented. The role of the Pennsylvania State University in developing teacher training programs is described, and its strength in Latin American programs emphasized.

183. Waggoner, G. R., *PROBLEMS IN THE PROFESSIONALIZATION OF THE UNIVERSITY TEACHING CAREER IN CENTRAL AMERICA*. September 1, 1964, 63 p. University of Kansas, Lawrence, Kansas 6044.
ARC Catalog No. LAT 370.71, K16.

Reports the progress of a project of the Superior Council of Central American Universities made with the support of the AID/Regional Office for Central America and Panama, (ROCAP). It covers the five Central American Universities: University of San Carlos, Guatemala; University of Honduras, Tegucigalpa; University of El Salvador, San Salvador; University of Costa Rica, San Jose; and University of Nicaragua at Managua and Leone. These colleges train teachers. Major movements in Central American universities are discussed. The current situation at each university is described. Problems are analyzed and solutions offered. There are three pages of conclusions and recommendations; full time professors, more professors with the doctorate, adequate salaries, support for research and special retirement benefits. There is an appendix in Spanish.

184. Wommack, J. R., *VOCATIONAL AND INDUSTRIAL ARTS TEACHER EDUCATION COURSES*. 1956, 53 p. Ministerio de Educacion - SCIDE, Panama, Republica de Panama.
ARC Catalog No. PN 370.72 W872

Deals with in-service training courses for teachers of vocational and industrial arts who have been recruited from industry with no previous education in teaching. Outlines special problems encountered and the methods to be followed in solving these problems. The first four sections cover Vocational Teacher Improvement Courses, while Section V covers the Industrial Arts Teacher Improvement Courses. Contains course titles and course descriptions. This is a bilingual publication (English-Spanish).

COUNTRY PROGRAMS

ARGENTINA

185. Stover, Carol, et al., *EDUCATION PROFILE AND ANALYSIS: USAID/ BUENOS AIRES, ARGENTINA*. March 20, 1967, 22 p.
ARC Catalog No. AR 370.982, S889.

The profile in this report was prepared by Carol Stover and analyzed by Thomas Hazard. It was reviewed by Richard Berg and Glenn Coombs. The composition of the educational system in Argentina is analyzed from pre-primary education through the university. The relationship of the educational system to over-all development planning is pointed out. The effectiveness of the organizational and administrative structure of the Ministry of Education is evaluated. Teacher training requirements are given. Problems are summarized.

BOLIVIA

186. Mann, Frank A., *END-OF-TOUR REPORT: ELEMENTARY EDUCATION ADVISOR*. August 20, 1963, 5 p. USAID/La Paz, Bolivia.
ARC Catalog No. BL 370.7122, M281.

Describes efforts to implement an emergency training program for rural teachers. Activities are listed. Presents a frank analysis of unfavorable factors and describes measures of correction. States that 1000 rural teachers were trained and recommends a firm commitment to self help in the rural education program.

BRAZIL

187. Anderson, Cyrus E. *END-OF-TOUR REPORT: EDUCATION ADVISOR*. September 25, 1961, 7 p. USAID/Rio de Janeiro, Brazil.
ARC Catalog No. BR 370.76, A545.

Reflects the discontent of an education advisor because there was no clear understanding of the role he would play in the education program. Describes his work and problems faced.

188. Hart, Thomas A., *TERMINAL REPORT: CHIEF EDUCATION DIVISION*. March 26, 1959, 20 p. USAID/Rio de Janeiro, Brazil.
ARC Catalog No. BR 370.0981, H325.

Provides job description and scope of work. Gives a brief history of USAID education program beginning in 1946. Describes teacher education activities prior to 1956 as "scattered". Shows the development of a broad program of teacher education after 1956. Makes a summary and evaluation.

189. Barnhart, Rebecca, *END-OF-TOUR REPORT: ELEMENTARY EDUCATION ADVISOR*. September 25, 1961, 11 p. USAID/Rio de Janeiro, Brazil.
ARC Catalog No. BR 372.981, B262

States goals to be achieved in the area of Belo Horizonte. Problems are identified and activities toward their solution described. Publications prepared for teacher education programs are listed. Activities are evaluated.

190. Letts, Thomas C., *END-OF-TOUR REPORT: ELEMENTARY EDUCATION ADVISOR*. August 19, 1965, 6 p. USAID/Recife, Brazil.
ARC Catalog No. BR 372.981, L651.

Describes objectives as assistant chief education advisor in negotiating education agreements, orienting Brazilian technicians to their responsibilities, and developing related programs in each of the states. Accomplishments are listed such as preparation of a policy paper for training teachers.

191. Mann, Frank A., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR*. November 18, 1966, 11 p. USAID/Recife, Brazil.
ARC Catalog No. BR 370.0981, M281.

Covers coordination of education in a ten state area of Northeast Brazil. The report is general but cites examples where clarification is necessary. Insists on a balance between "bricks and mortar" and training. Describes the "start where you are" approach. Deplores the fact that educational leaders come from deprived background. Recommends that the mission aim for quality education and that vocational education be improved. Offers suggestions for secondary and higher education.

192. Rusch, William H., et al, *EVALUATION REPORT ON AID-SUPPORTED PROGRAMS TO IMPROVE PRIMARY EDUCATION IN NORTHEAST BRAZIL:* 1962-1970. Contract No. AID/La-649. July 12, 1971, 185 p. Prepared for AID/Washington by American Technical Assistance Corporation, 1725 Eye Street, N.W., Washington, D.C. 20006.
ARC Catalog No. BR 372.981, A512.

Evaluation covers all programs in furtherance of elementary education in Northeast Brazil supported by USAID. The evaluation team was in Brazil from November 6 to December 18, 1970. The primary objective of the program was to achieve immediate impact in demonstrating the interest of the Alliance for Progress in Northeastern Brazil, an area politically to the left. Strategy was a three year action program for the rapid and extensive construction of schools sufficient to accommodate all of the school-age children. No goals were set for qualitative improvement. A complete analysis of the program is made. Report shows why the program failed. (Classrooms were constructed for only 6% of the school-age children.) Causes given were: depreciation of cruziero funds; administrative problems resulting in delays and higher costs; the unsettled political condition. However, intangible and qualitative accomplishments of the program are given which show significant improvement.

CHILE

193. Freeburger, Adela R. and Charles C. Hauch, *EDUCATION IN CHILE, STUDIES IN COMPARATIVE EDUCATION.* BULLETIN 1964, No. 10. 42 p. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price 20 cents.
ARC Catalog No. CI 370.0983, F 853.

Contains a short description of Chile and the development of the educational system from early Spanish colonization to the present time. Covers both public and private schools, pre-primary through the university. Gives trends and developments. There is a glossary of Spanish educational terms and a two-page bibliography.

COLOMBIA

194. Capen, Phillip, *END-OF-TOUR REPORT: EDUCATION DIVISION.* December 30, 1961, 6 p. USAID/Cali, Colombia.
ARC Catalog No. CO 372.9861, C 239.

The specific goal of this technician was to improve primary education. Five activities are listed under this goal. Report is quite negative in nature in spite of the fact that accomplishments were commendable.

195. Coombs, J. Glenn, *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* December 9, 1963, 9 p. USAID/Bogota, Colombia.
ARC Catalog No. CO 370.09861, C775.

States general objectives and specific plans. Listed among unfavorable factors were lack of planning and poor utilization of returned participants by the Ministry of Education. Evaluations are made and recommendations given.

196. Garrison, Lloyd, A., *END-OF-TOUR REPORT: CHIEF HUMAN RESOURCES DEVELOPMENT DIVISION.* June 18, 1964, 19 p. USAID/Colombia, Bogota.
ARC Catalog No. CO 370.09861 G242.

Describes change in role which accompanied change in title. States the general objective and specific goals. Lists activities performed with favorable factors affecting activities.

197. Hearn, Lea T., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR* May 22, 1963, 4 p. USAID/Bogota, Colombia.
ARC Catalog No. CO 370.09861, H 436.

Describes responsibilities at state and national level when servicio responsibilities were shifted to the national government. Comments on favorable and unfavorable aspects of the program. Makes recommendations for the future.

198. Henson, E. Elizabeth, *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR*. February 24, 1961, 5 p. USAID/Bogota, Colombia.
ARC Catalog No. CO 372.9861, H526.

Describes objectives, goals and activities. Makes a clear concise statement of the needs of the program as seen through the eyes of a teacher education advisor: an over-all long-range plan and well defined goals, clear understanding by the Ministry of Education of the purpose of the project and its part in realizing common goals, continuity of technician in an assignment and direct communication with Ministry of Education.

199. McNamara, Robert S., *REPORT AND RECOMMENDATIONS OF THE PRESIDENT TO THE EXECUTIVE DIRECTORS ON A PROPOSED LOAN TO THE REPUBLIC OF COLOMBIA FOR AN EDUCATION PROJECT*. July 18, 1968, 21 p. International Bank for Reconstruction and Development, 1818 H St. N.W., Washington, D.C. 20006.
ARC Catalog No. CO 370.09861, I61a.

This was the Bank's first loan to the Republic of Colombia for education. The purpose of the loan was to construct ten comprehensive secondary schools thereby introducing a new concept of education emphasizing basic preparation of skilled manpower for business, industry and agriculture. Contains an appraisal of the education system covering both primary and secondary teacher training. The project is fully described and cost estimates given.

200. Norman, Loyal V., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR*. March 4, 1964, 14 p. USAID/Bogota, Colombia.
ARC Catalog No. CO 370.71, N 842.

Describes activities in teacher education at all levels, including teacher training and construction of normal schools and universities. Calls attention to the closing out of the servicio. Analyzes unfavorable factors such as the inability of the Ministry of Education to give full effect to policy formation. Nine favorable factors are listed and eleven recommendations made.

201. De Sanchez, Victoria D., *END-OF-TOUR REPORT: ELEMENTARY EDUCATION ADIVISOR*. May 20, 1964, 6 p. USAID/Bogota, Colombia.
ARC Catalog No. CO 372.9861, S 211.

Report covers a period of six months in which the technician concentrated on curriculum and the quality of teaching. Within these goals eighteen activities are described. Contains a strong statement of unfavorable factors. Activities are evaluated.

202. Templeton, Payne, *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR*. April 20, 1962, 19 p. USAID/Bogota, Colombia.
ARC Catalog No. CO 370, T288.

General objective is stated as being to provide leadership to the servicio. Seven specific goals are listed, chief being to coordinate the servicio with the activities of the Ministry of Education. Activities, determined by this objective and goal,

are described. Favorable and unfavorable factors are given. Describes problems that indicate uncertainties. Detailed recommendations are made.

COSTA RICA

203. Smith, Richard M., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* January 5, 1963, 14 p. USAID/San Jose, Costa Rica.
ARC Catalog No. CS 370.097286, S657.

Gives the background of the educational program prior to 1958. States continuing objectives and goals in keeping with recommendations made at the "Punta del Este" Conference in 1961. Makes evaluations and recommendations in each area of the program covered: vocational education, normal school and university.

ECUADOR

204. Aragon, John A., *UNIVERSITY OF NEW MEXICO SEMI-ANNUAL REPORT. PRIMARY EDUCATION LOAN.* June 1967, 10 p. College of Education, University of New Mexico, University Hill, N.W., Albuquerque, New Mexico 81206.
ARC Catalog No. EC 370.7, N532.

This is a report on a loan agreement made for the purpose of training normal school teachers for Ecuador. It points out problems which arise from poorly selected participants and submits revised criteria for the selection of future participants.

205. Barnes, R. E., *A MODEL FOR PLANNING AND IMPLEMENTING TEACHER EDUCATION PROGRAMS IN LESSER DEVELOPED COUNTRIES.* January 13, 1969, 5 p. USAID/Quito, Ecuador
ARC Catalog No. 370.71, B 261.

This plan is presented on the assumption that the basic programs of teacher preparation have similar major elements. These elements are: cooperation with the Ministry of Education; complete study guides; released time for staff to participate in in-service training activities; and program developed as a whole. Professors must be trained to staff teacher training institutions. Plan is presented in diagram form.

206. Lekis, Lisa, *EVALUATION OF SEMINAR FOR SECONDARY EDUCATION TEACHERS, QUITO:* August - September, 1966. August 1967, 211 p. USAID/Quito, Ecuador.
ARC Catalog No. EC 373.11, L 536.

Part I of this evaluation is a discussion of the participants, their personal characteristics, potentials and limitations in terms of the problems they presented to the organizers of the seminar. Also describes their motivations in attending the

seminar, their needs, requirements and expectations. Part II deals with the seminar staff, its organization, accomplishments and problems. Recommendations and suggestions are made for the improvement of future similar activities. The appendix contains details of the methods of the investigation.

207. Myers, Newell D., *END-OF-TOUR REPORT: ACTING CHIEF, EDUCATION DIVISION.* April 7, 1966, 9 p. USAID/Quito, Ecuador.
ARC Catalog No. EC 370.09866, M996.

Describes duties after title changed to Deputy Human Resources Advisor. Describes 13 differences between United States and local practices which have caused problems, chief being: planning procedures; Ministry officials holding many jobs; principles of organization, administration and budgeting. Recommends frequent social contacts with local people, better maintenance of existing schools and better tools for teaching.

208. *REPORT ON SPECIAL COURSE FOR SECOND GROUP OF ECUADORIAN NORMAL SCHOOL TEACHERS.* Contract Numbers AID-518-146T, and AID/1a-401. 1968, 26 p. Prepared for AID/Washington by College of Education, University of New Mexico, University Hill, N.W., Albuquerque, New Mexico 81206.
ARC Catalog No. 370.73, N532.

Report provides a practical analysis of the unique teacher training program carried on at the University of New Mexico. The objectives and rationale of the program are stated. Problems encountered with students are identified and possible solutions implied. A personal analysis of each student is included with recommendations for placement in the normal schools of Ecuador.

EL SALVADOR

209. Balzer, Dave, *PROGRESS REPORT ON THE SAN ANDRES NORMAL SCHOOL,* May 1966 - May 1967, Contract No. AID/1a-357. 24 p. Prepared for AID/Washington by College of Education, Pennsylvania State University, University Park, Pennsylvania 16802.
ARC Catalog No. ES 370.712, p415.

The central problem in this study is the disposition of San Andres Normal School. Two proposals are presented and discussed. Discussion involves the National Planning Office of El Salvador, the UNESCO Mission, and USAID/San Salvador. Decisions were reached regarding reorganization of the normal school and tentative plans are presented.

GUATEMALA

210. Adamson, Walter, *COMPLETION-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR*. November 15, 1962, 6 p. USAID/Guatemala City, Guatemala.
ARC Catalog No. GT 370.097281, A221.

Defines the basic functions of a chief education advisor and lists the objectives of the office. Describes activities of the "servicio", the literacy program and progress of the school construction program. Makes evaluations and recommendations for the future.

211. Adamson, Walter, *COMPLETION-OF-TOUR REPORT*. May 26, 1964, 6 p. USAID/ROCAP/Guatemala City, Guatemala.
ARC Catalog No. LAT 370.098, A221.

Submitted after tour of duty as Regional Education Officer for AID/ROCAP (Regional Organization for Central America and Panama) in Central America and Panama. Describes the general objective of the organization and its activities. Progress is analyzed and recommendations made for the evolution and applications of a strategy for education assistance within the framework of ROCAP.

212. DEVELOPMENT OF AN EDUCATIONAL RESEARCH CENTER IN GUATEMALA: "PROGRAMMA INTERUNIVERSITARIO" OF THE UNIVERSITY OF SAN CARLOS, GUATEMALA, AND MICHIGAN STATE UNIVERSITY. Contract No. REPAS -7. Prepared for AID/Washington by Michigan State University, East Lansing, Michigan 48906.
ARC Catalog No. GT 370, M624. See reports listed below.

Reports cover the activities of the Institute for Educational Research and Improvement (IIME) from 1962 to 1964. They attempt to show why an apparently successful project, pioneering in a much needed area of AID assistance was terminated.

a. Hereford, K. T., *PROGRESS REPORT:* July 1, 1962 - December 31, 1962. January 30, 1963, 29 p.

This is the first report of the interuniversity program between the University of San Carlos, Guatemala and Michigan State University. It outlines the purpose of the project, defines the principal areas of concern and identifies goals for regional research. The origin of the project is given and the establishment of the research center described. The report is organized into ten sections. Each section deals with problems and progress in a specific area of the program.

b. Hereford, K. T., *REPORT OF THE CODIRECTOR: SUMMARY OF IIME'S WORK TO DATE AND PROJECTIONS FOR THE FUTURE.* March 30, 1964, 10 p.

Lists publications and working papers completed, distributed and in process. Reports special studies completed and professional presentations made. Conferences and training programs are outlined. Describes institutional relationships and services provided.

c. Hereford, K. T., *STUDIES OF TEACHER EDUCATION IN CENTRAL AMERICA: THE PRODUCTION OF SECONDARY SCHOOL PERSONNEL, PROJECTED COSTS.* 1964, 22 p.

This report was presented at the second regional teacher training workshop held at the Institute in the interest of meeting the need for qualified teachers in the secondary schools of Central America. Secondary schools are described as the pivotal position in all education. Documented evidence is given upon which needs in personnel and funds are based. There is a one-page bibliography.

d. Hereford, K. T., *FINAL REPORT:* June 29, 1962 - September 30, 1964. August, 1965, 7 p. (contains appendix of 65 p.)

The first part of this report summarizes the results of the contractor's performance for the two-year period of the contract. The second part gives a series of detailed appendixes upon which the summary is based. Among other things the summary explains why IIME was created, gives some tentative conclusions about its operation and makes some predictions about its future. The second part tells how the contract agreement was carried out.

e. Hereford, K. T., *EVALUATION REPORT OF IIME, MICHIGAN STATE UNIVERSITY.* February 28, 1965, 48 p.

The purpose of this document is to illuminate some of the reasons which may account for the successful genesis and conduct of the interuniversity program in 1962 and for its cessation two and one-half years later. It reviews the background of the program and describes the operations and accomplishments. The ending of the project is cited as a crisis in continuity. There is a section on "What can be Learned From the IIME Experience". Various sources of information are cited to substantiate this report.

f. Hereford, K. T., *FINAL EVALUATION REPORT.* August, 1965, 32 p.

This report includes an historical description of the program and its relationship to and influence upon educational development in Central America. Operations are described and accomplishments cited. Potentially useful guidelines are given for the transfer of the IIME experience. An epilogue brings previous reports up-to-date.

g. Block, C. H., *PROGRESS REPORT: DEVELOPMENT OF AN EDUCATIONAL RESEARCH CENTER FOR CENTRAL AMERICA.* September 13, 1966, 5 p.

This report gives a project summary, offers descriptive information, and provides evaluative information. The reasons for IIME's demise are analyzed. Presents brief plan for follow-up.

213. *GUATEMALA AND THE UNITED STATES COOPERATE TO IMPROVE EDUCATION: AN OUTLINE SKETCH OF SCIDE IN GUATEMALA.* 1958. 38 p. ICA/Guatemala, Guatemala City.
ARC Catalog No. GT 370, S491.

This outline is an example of the way in which SCIDE, ("Servicio Cooperativo Interamericano de Educacion"). Cooperative Educational Service, operated in Latin American countries to improve education. It covers the period from 1944 to 1958 and follows the cooperative service through its various stages of development. Goals are given. Activities are described and progress shown.

GUIANA

214. Jackey, David F., *REPORT ON EDUCATION: BRITISH GUIANA.* Contract No. AID/la 504-20. 1962, 53 p. USAID/Georgetown, British Guiana.
ARC Catalog No. GY 370.09881, J12.

Section I of this report deals with the government teacher training college, and covers the curriculum, entrance requirements, types of certificates, class size and teacher needs. Section II considers primary education and devotes two pages to teachers and teacher preparation. Section III discusses home economics. Section IV examines the technical institute. Each section is concluded with recommendations.

HAITI

215. Briggs, Charles, *END-OF-TOUR-REPORT: CHIEF EDUCATION ADVISOR.* April 27, 1962, 10 p. USAID/Port Au Prince, Haiti.
ARC Catalog No. HA 370, B854.

Covers full education program objectives and specific goals, activities, problems, results and recommendations for each objective. The responsibility of the education advisor toward each objective is stated.

216. Dale, George A., *EDUCATION IN THE REPUBLIC OF HAITI: ,BULLETIN* 1959, No. 20. 1959, 180 p. Order from the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402. Price 70 cents.
ARC Catalog No. HA 370.097294, D139.

This publication was prepared for the United States Department of Health, Education and Welfare while the author was serving as Community Education Advisor for the United States Operations Mission to Haiti. It gives the historical background of Haiti and describes the people, their occupations, and education. Various statistical tables are included. It discusses teacher training institutions as well as elementary, secondary and higher education.

217. Laurie, Annie, *END-OF-TOUR REPORT: ELEMENTARY EDUCATION ADVISOR.* January 25, 1963, 7 p. USAID/Port-Au-Prince, Haiti.
ARC Catalog No. HA 372.97294, L385.

Major responsibility is described as in-service teacher training. Within the scope of this responsibility seven specific objectives are outlined, all directed toward better teacher education. Activities described were limited to workshops. Among unfavorable factors was the vague responsibility for decision making which led to delays and frustrations. Recommends the expansion of in-service teacher education programs.

218. Myers, Newell D., *END-OF-TOUR REPORT: ACTING CHIEF EDUCATION DIVISION.* March 22, 1963, 7 p. USAID/Port-Au-Prince, Haiti.
ARC Catalog No. HA 370.097294, M996.

Presents a general picture of the situation in Haiti in 1963. Describes the objectives and assigned duties of the technician. Most unfavorable factor encountered was the lack of professional background by many teachers. Recommendations, representing only the views of the technician, are made in two phases.

HONDURAS

219. Anderson, E. Christian, *FLORIDA CONSORTIUM HONDURAS PROJECT: DETAILED WORK PLAN.* October 11, 1968, 53 p. Prepared for AID/Washington by the Florida State University, Tallahassee, 32306.
ARC Catalog No. HO 373.097283, F636.

Report gives the terms of the contract and the general objectives of the project. An operational plan and schedules are fully explained. A credit course schedule and the needs of the project are enumerated.

220. Barlow, Nathan J., *END-OF-TOUR-REPORT: CHIEF EDUCATION ADVISOR.* July 24, 1961, 12 p. USAID/Tegucigalpa, Honduras.
ARC Catalog No. HO 370.097283, B258.

Describes general objectives and specific goals. Lists activities relative to goals. Discusses teacher training in three categories; pre-service, in-service, and training of departmental supervisors. Progress is analyzed, evaluations and recommendations given.

221. Coombs, J. Glenn, *END-OF-TOUR-REPORT: CHIEF EDUCATION ADVISOR.* July 7, 1966, 6 p. USAID/Tegucigalpa, Honduras.
ARC Catalog No. HO 370.097283, C775.

Describes scope of work: educational planning; organization and administration of schools; development of textbooks; school construction; teacher education and vocational training. Activities are directed toward the improvement of the qualitative aspects of education. Emphasis is on institutional development. Report describes methods, procedures used, human and material resource factors. Future measures are recommended. Mission Director's comment summarizes the Honduran situation.

222. Laurie, Annie, *END-OF-TOUR REPORT - TEACHER EDUCATION ADVISOR.* August 25, 1966, 3 p. USAID/Tegucigalpa, Honduras.
ARC Catalog No. HO 370.71, L385.

Gives four purposes for activities performed. Describes methods and procedures used in achieving goals such as planning cooperatively with education leaders. Recommends: developing more supervisors, consider normal schools an integral part of secondary education, and modernize curriculum.

223. Miller, Franklin L., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* October 17, 1963, 5 p. USAID/Tegucigalpa, Honduras.
ARC Catalog No. HO 370.097283, M647.

Gives the general objectives of the program and the responsibilities of the Chief Education Advisor in carrying out these objectives. Major activities are described. Favorable factors include excellent projects; unfavorable factors, difficulties with the Minister of Education. Evaluations are given following the military take-over of the government and appointment of a new Minister. Makes recommendations for continuation of program.

224. Porrata, Oscar E., *END-OF-TOUR REPORT: ELEMENTARY EDUCATION ADVISOR.* March 20, 1961, 7 p. USAID/Tegucigalpa, Honduras.
ARC Catalog No. HO 370.7122, P838.

Covers activities in pre-service rural teacher training at three rural normal schools and in-service training for uncertified rural teachers. Recommends tenure for instructors at normal schools, selection of supervisors on the basis of leadership qualitities and elimination of dual administrative positions in normal schools.

225. Scott, Grace D., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR.* October 19, 1963, 4 p. USAID/Tegucigalpa, Honduras.
ARC Catalog No. Ho 370.76, S426.

Defines the general objectives of the program: to provide in-service training for departmental supervisors and other educational leaders and to work with the Ministry of Education in its effort to upgrade the quality of education in rural areas. Describes the program over a four-year period, designed to carry out the objectives. Evaluates in quantitative terms. Concludes that "Supervision is as much a matter of policy as it is a matter of resources," and recommends among other things that the total framework within which supervision operates should be studied.

NICARAGUA

226. Crado, Louis M., *END-OF-TOUR REPORT: NORMAL SCHOOL ADVISOR.* March 3, 1963, 4 p. USAID/Managua, Nicaragua.
ARC Catalog No. NU 370.71 G733.

Report states two basic objectives: to expand teacher training facilities and improve over-all aspects of secondary education. Activities in these areas are described. Accomplishments, evaluations and recommendations are given.

227. Gruwell, Melvin L., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR*. March 12, 1964, 7 p. USAID/Managua, Nicaragua.
ARC Catalog No. NU 370.71, G893.

Report deals with activities in both elementary and secondary education and includes the following goals: evaluation of existing facilities; analysis of resources; development of administrative structure; training personnel to man the structure. Activities were centered around the change from a small demonstration activity to a broader advisory program. Recommends shifting of emphasis from primary to secondary education.

228. Scott, Grace D., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR*. March 2, 1966, 9 p. USAID/Managua, Nicaragua.
ARC Catalog No. NU 373.7285, S426.

States the goal of technician's assignment as: to improve and expand the secondary education program. Describes activities performed in pursuit of this goal: working with both the educational and national planning office; working with office of secondary education and with the Commission for the Development of National University. Analyzes existing human resource factors and makes recommendations for future measures and directions.

229. Silva, Juan E., *END-OF-TOUR REPORT: ELEMENTARY EDUCATION ADVISOR*. June 29, 1966, 9 p. USAID/Managua, Nicaragua.
ARC Catalog No. NU 372.97285, S586.

Purposes of the activity are defined. Methods and procedures used to achieve purposes and standards are described. Presents the method of implementation of the ROCAP regional textbook program. Describes organizations and institutes within which various programs operate. Recommends future measures.

PANAMA

230. Butler, Edward and Carol Stover, *EDUCATION PROFILE AND ANALYSIS: PANAMA*. March 8, 1967, 27 p. USAID/Panama City, Panama.
ARC Catalog No. PN 370.9862, B985.

Provides a current inventory of public and private education in Panama. Describes the relationship between the education systems and the development plan. Gives a summary of education finances. Evaluates the quality of instruction. Stresses the need for teacher preparation. States future goals and objectives. Lists problems and makes proposals for their solution. Report is interpreted and anlyzed by a committee.

231. Silva, Juan E., *END-OF-TOUR REPORT: ELEMENTARY EDUCATION ADVISOR:* July 17, 1963, 11 p. USAID/Panama City, Panama.
ARC Catalog No. PN 372.9862, S586.

Report covers period of activity from 1956 to 1963. Describes the purpose, function and activities of the position. Evaluates progress and refers to recommendations made to the Ministry of Education.

PARAGUAY

232. Adams, Harold P., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* March 21, 1961, 22 p. USAID/Asuncion, Paraguay.
ARC Catalog No. PA 370.1933, A212.

Problems are analyzed. Assignment is described and accomplishments listed. Presents arguments in favor of emphasizing the development of human resources.

233. Adkins, Arthur J. *END-OF-TOUR REPORT: SECONDARY EDUCATION ADVISOR.* November 13, 1963, 10 p. USAID/Asuncion, Paraguay.
ARC Catalog No. PA 373.09892, A236.

Covers the experiences of the first secondary education advisor in Latin America. Cites difficulties in assisting with basic problems of secondary education. Describes resources and needs for improving secondary education. Evaluates accomplishments in terms of assignment. Makes observations and recommendations.

234. De Sanchez, Victoria D., *CURRICULUM REVISION AND DEVELOPMENT FOR SECONDARY AND PROFESSIONAL EDUCATION IN PARAGUAYAN SCHOOLS.* August, 1970, 15 p. Prepared for AID/Washington by Development Associates, Inc., 918 Sixteenth Street, N. W. Washington, D. C. 20006.
ARC Catalog No. PA 373.19, D441.

The purpose of this paper was to point out problem areas and make recommendations in the curriculum of elementary, secondary and teacher education. It was prepared after a month long seminar involving the Ministry of Education, UNESCO and USAID. Weaknesses in the existing curriculum are pointed out and steps given for the development of a curriculum design. A curriculum pattern is suggested for the high school, the normal school, and the superior institute. A summary is given in the closing remarks.

235. Jenson, M. G., *FINAL REPORT ON RURAL EDUCATION DEVELOPMENT PROJECT.* January 3, 1968, 24 p. USAID/Asuncion, Paraguay.
ARC Catalog No. PA 370.872, U58.

Report describes activities of the Inter-American Cooperative Education Service from March 17, 1945 to December 31, 1967. The efforts of this service were directed to two principal fields of education, vocational education and elementary teacher training. The elementary service provided training in three areas: production of materials, pre-service, and in-service teacher education. Highlights of these programs are described and total costs outlined.

236. Lusk, Howard D., *END-OF-TOUR REPORT: TEACHER EDUCATION ADVISOR.* December 20, 1963, 6 p. USAID/Asuncion, Paraguay.
ARC Catalog No. PA 370.71, L969.

Reflects two-fold responsibility for building rural classrooms and training rural teachers. Report covers eighteen months of a planned five-year program. Accomplishments include phasing out of the servicio and initiation of a rural development project. Recommends that the project be continued for the full five-year period, and that priority be given to textbook production and construction of classrooms.

237. SPECIAL PROGRAM FOR NORMAL SCHOOL TEACHERS. Reports prepared for AID/Washington by College of Education, University of New Mexico, University Hill, N. W., Albuquerque, New Mexico 87106
ARC Catalog No. PA 370.73, N562. See reports listed below.

a. Angel, Frank, *REPORT OF FIRST SEMESTER OF SPECIAL PROGRAM FOR PARAGUAYAN NORMAL SCHOOL TEACHERS.* June, 1965, 29 p.

Describes the program offered on campus at the College of Education, University of New Mexico. Analyzes and evaluates students' reactions to a new environment and new teaching–learning procedures. Identifies deficiencies in previous academic preparation. Discusses the ways in which personal problems of students were handled.

b. Angel, Frank, *REPORT OF SECOND SEMESTER OF SPECIAL PROGRAM FOR PARAGUAYAN NORMAL SCHOOL TEACHERS.* September, 1965, 24 p.

Lists and describes courses offered the second semester. Evaluates over-all progress during the second semester. Provides individual evaluations of students' progress.

PERU

238. Brunstetter, Max R., *END-OF-TOUR REPORT.* Contract No. AID/la-105 July 27, 1965, 22 p. Teachers College, Columbia University, New York, N. Y. 10027.
ARC Catalog No. PE 370, B899.

States the objective of the contract "to supply consultancy services to the Peruvian Ministry of Education." Describes the scope of work. Defines priority areas. Analyzes reasons for lack of progress and makes suggestions for change. Describes relationships with AID/Washington and USAID/Peru. Evaluates conflicts with UNESCO. Examines the effectiveness of short term personnel.

239. Chiapetta, Michael, *END-OF-TOUR REPORT: EDUCATION ADVISOR.* March 22, 1965, 7 p. USAID/Lima, Peru.
ARC Catalog No. PE 370.0985, C532.

This is a narrative report which describes activities with normal schools at Urubamo and Cuzco, and gives an evaluation of the service operation in Peru.

Contributions include: a demonstration of efficient administration practices, the opportunity to work cooperatively with nationals, and opportunities for research.

240. Johanson, Richard, *EDUCATION PROFILE AND ANALYSIS: PERU.* January 11, 1967, 19 p. USAID/Lima, Peru.
ARC Catalog No. PE 370.985, J65.

Profile was analyzed and reviewed by a committee. Provides a current inventory of vital statistics. Gives the status of various areas of the program. Discusses the quality of instruction, teacher preparation and qualifications. Makes future projections, sets up goals and targets. There is an interpretation and analysis by the committee and a summary of critical problems.

241. Leavitt, Howard B., *REVIEW OF THE WORK OF THE TEACHERS COLLEGE, COLUMBIA UNIVERSITY TEAM CONTRACT, LIMA, PERU.* Contract No. AID/la-105. October 20, 1965, 24 p. Prepared by Teachers College, Columbia University, New York, N. Y. 10027.
ARC Catalog No. PE 370.73, L439.

The purpose of this review was to investigate unresolved problems which appeared to be reducing the effectiveness of the TCCU contract team. The report gives the background of the project, provides a chronology of the contract work and describes accomplishments. Weaknesses and causes for problems are pointed out and recommendations made which include stronger team leadership and a sound educational strategy.

242. Norman, Loyal V., *END-OF-TOUR REPORT: ELEMENTARY EDUCATION ADVISOR.* July 20, 1962, 9 p. USAID/Lima, Peru.
ARC Catalog No. PE 372.985, N842.

Describes procedures in establishing an experimental public school program in Tingo Maria, Peru. Activities involved constructing 22 new elementary schools, a nucleo school unit, and 11 schools especially designed for jungle areas. Favorable and unfavorable factors are analyzed. Evaluates efforts over a two-year period. Recommends among other things the reestablishment of the servicio.

URUGUAY

243. Hazard, Thomas, *EDUCATION PROFILE AND ANALYSIS: URUGUAY.* January 26, 1967, 24 p. USAID/Montevideo, Uruguay.
ARC Catalog No. UY 370.9895, U58.

Profile reviewed and analyzed by Richard Berg, Glenn Coombs, and Carol Stover. Presents a general analysis of education in Uruguay. Evaluates the quality of education, curricula, teacher preparation and educational materials and methods listing both positive and negative factors. Tells how education is financed. Presents a five year projection which includes fourteen recommendations. Suggests resources necessary to bring about change. Makes an analytical interpretation. Identifies twelve critical problems which need to be solved.

244. Harvard, Thomas, Joshua Levine and Joseph Alessandro, *REPORT OF THE EDUCATION PLANNING ASSISTANCE TEAM TO URUGUAY.* March 15, 1967, 10 p. AID/Washington.
ARC Catalog No. UY 370.9895, H428.

Report was prepared in response to the President's request for new initiatives in education, health and agriculture. The current setting for change in Uruguay is described. Three priority areas of major impact are recommended: higher education, technical training and rural primary education. Educational strategy is suggested for carrying out these recommendations.

VENEZUELA

245. Hart, Thomas A., *END-OF-TOUR REPORT: CHIEF EDUCATION ADVISOR.* March 20, 1964, 6 p. USAID/Caracas, Venezuela.
ARC Catalog No. VE 370.0987, H326.

Makes observations regarding mastery of the host country language, the American image and reporting political events. Evaluates actions and results of the education program.

WEST INDIES

246. *UNIVERSITY OF THE WEST INDIES: INSTITUTE OF EDUCATION.* USAID/Jamaica, West Indies.
ARC Catalog No. LAT 378, W. 517.

a. *ANNUAL REPORT.* August 1, 1964 - July 31, 1965, 33 p. This report assesses the status of the Institute and its future prospects. It describes teacher in-service training programs which do not lead to university qualifications. Gives an account of staff activities in the various islands of the Caribbean. Discusses team teaching in Barbados. Annotates staff publications.

b. *THE U.W.I. INSTITUTE OF EDUCATION.* January 8, 1966, 6 p. This study tells how the Institute began and mentions its benefactors. It describes the services which the Institute performs. Tells what it is and what it does.